

Education



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Annual Report
2007-2008

Alberta

Extracts from this report are available
on Alberta Education's website at
<http://www.education.gov.ab.ca/annualreport/>

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Preface: Public Accounts 2007/2008

The Public Accounts of Alberta are prepared in accordance with the *Financial Administration Act* and the *Government Accountability Act*. The Public Accounts consist of the annual report of the Government of Alberta and the annual reports of each of the 20 Ministries.

The annual report of the Government of Alberta, released June 24, 2008, contains Ministers' accountability statements, the consolidated financial statements of the Province and the *Measuring Up* report, which compares actual performance results to desired results set out in the government's business plan.

On March 12, 2008 the government announced new ministry structures. Since the 2007/2008 fiscal year was substantially completed prior to this announcement, ministry annual reports and financial statements have been prepared as if the restructuring took place on April 1, 2008 to provide proper accountability for the 2007/2008 fiscal year against the original business plan.

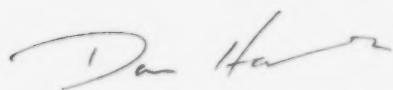
This annual report of the Ministry of Education contains the Minister's accountability statement, the audited financial statements of the Ministry, and a comparison of actual performance results to desired results set out in the Ministry business plan.

Education's Annual Report also includes:

- the financial statements of entities making up the Ministry including the Department of Education and the Alberta School Foundation Fund, for which the Minister is responsible
- other financial information as required by the *Financial Administration Act* and *Government Accountability Act*, either as separate reports or as a part of the financial statements, to the extent that the Ministry has anything to report.
- financial information relating to accountable organizations and trust funds, which includes the Alberta Teachers' Retirement Fund and school jurisdictions in the public education system (public, separate and francophone school boards and charter schools).

Minister's Accountability Statement

The Ministry's annual report for the year ended March 31, 2008 was prepared under my direction in accordance with the *Government Accountability Act* and the government's accounting policies. All of the government's policy decisions as at September 15, 2008 with material economic or fiscal implications of which I am aware, have been considered in the preparation of this report.



Dave Hancock, Q.C.
Minister of Education



Minister's Message



Our children are the future of a vibrant and prosperous Alberta in the 21st century. We must put children first and ensure every child reaches his or her potential. The education system must equip students with the skills, abilities and knowledge that will enable them to take advantage of the wide variety of opportunities our province has to offer when they complete high school. Meeting that objective begins with accepting that not all children begin their education with the same physical, intellectual, social, health and financial assets. Our education system must be responsive to young Albertans' individual needs and flexible enough to meet them.

Recognizing the different needs of a diverse student population, the Premier directed my predecessor to address a number of challenges in education. This annual report shows that a variety of initiatives were undertaken to prepare students for lifelong learning.

One initiative was to ensure access to early learning opportunities that would enable all children to start their education on a level playing field. Beginning in 2007/2008, two years of language development funding is being provided for preschool children whose first language is neither English nor French.

The Ministry also worked with the Ministries of Health and Wellness and Children and Youth Services to create Preschool Development Screening and Follow-Up Services projects. These pilot projects identified preschoolers who would benefit from additional supports that would allow them to start school ready and able to learn.

Since the majority of new jobs that will be created in Alberta will require some post-secondary education, the Premier also indicated the need to further improve the high school completion rate. While the completion rate continues to increase, reaching 79.5 per cent in the most recent year, it needs to be higher so more students can benefit from a high school education.

Projects initiated in 24 school jurisdictions are looking at how technology can be used to keep students engaged in their education. The Ministry also facilitated the sharing of promising practices and success stories amongst school jurisdictions.

The Minister's mandate that received the greatest public attention in 2007/2008 was resolving the Teachers' Unfunded Pension Liability. For years, this issue negatively affected the quality of the relationship between the Department of Education, school boards and The Alberta Teachers' Association. The combined efforts of all those involved finally resolved this issue in January 2008.

I believe that the resolution of the Teacher's Unfunded Pension Liability heralds a new era in education. Resolving this long-standing concern means all stakeholders can work together more effectively to address current and emerging issues in education. In particular, school boards will be able to focus their efforts on identifying and addressing the educational needs of the communities they serve.

We must put
children first.

In March 2008, I was delighted to become Minister of Education. My mandate includes working with stakeholders to increase student participation and completion rates in health, math, science and Career and Technology Studies courses. The intent is to build a skilled workforce that can participate ably in the development of Alberta's technology and science sectors to improve the sustainability of the province's economy.

As one step in this process, an expansion of the Career and Technology Studies program is underway, supported by increased funding of \$79 million over three years. More course options will enable students to develop career pathways that lead to more opportunities to become part of Alberta's skilled and knowledgeable workforce. This training is essential to support the province's industries. We also are pursuing new ways to deliver science programs — for example, online courses for Biology, Chemistry and Physics that incorporate technology-based alternatives to science labs.

Of particular interest to me is Premier Stelmach's direction to increase broad-based learning supports and early intervention initiatives for at-risk children. To do that we need to look at the many factors that affect educational success. The Ministry of Education will continue to work with other ministries to ensure the services a child needs to be successful are in place and accessible.

In the past year, we have worked with school jurisdictions, mental health and health service providers and community partners to establish 32 school-based projects that improve prevention, promotion and intervention in student mental health. We will continue to work with these partners to spread these innovative practices.

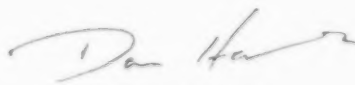
In 2008 a number of improved learning supports were introduced. For example, visually impaired students will have more access to specialized equipment such as Braille computers and closed circuit televisions, enabling the full use of textbooks both in and out of the classroom.

I also am committed to ensuring our students are educated in a safe and well-maintained environment that is conducive to learning. We will meet the needs of a growing population by working with school boards and other ministries to plan and build schools that encourage community involvement and that can be adapted to changing instructional environments.

We must recognize the exemplary work that is done by the dedicated and talented staff who serve our students. Our teachers turn our policies and resources into great kids with a passion for learning and citizenship. For this, teachers deserve our recognition and thanks.

The results of international testing outlined in this report show that Alberta has one of the best education systems in the world. Our challenge is to improve not only the success of each of our students, but also how our education system is equipped to meet student needs now and into the future. Based on our history of success, I have every confidence we will do exactly that.

Alberta has one of
the best education
systems in the world.



Dave Hancock, Q.C.
Minister of Education

Management's Responsibility for Reporting

The Ministry of Education consists of:

- the Department of Education
- the Alberta School Foundation Fund
- school jurisdictions.

The executives of the individual entities within the Ministry have the primary responsibility and accountability for the respective entities. Collectively, the executives ensure the Ministry complies with all relevant legislation, regulations and policies.

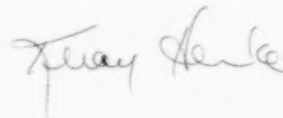
Ministry business plans, annual reports, performance results and the supporting management information are integral to the government's fiscal and business plans, annual report, quarterly reports and other financial and performance reporting.

Responsibility for the integrity and objectivity of the consolidated financial statements and performance results for the Ministry rests with the Minister of Education. Under the direction of the Minister, I oversee the preparation of the Ministry's annual report, including consolidated financial statements and performance results. The consolidated financial statements and the performance results, of necessity, include amounts that are based on estimates and judgments. The consolidated financial statements are prepared in accordance with the government's stated accounting policies.

As Deputy Minister, in addition to program responsibilities, I establish and maintain the Ministry's financial administration and reporting functions. The Ministry maintains systems of financial management and internal control which give consideration to costs, benefits and risks that are designed to:

- provide reasonable assurance that transactions are properly authorized, executed in accordance with prescribed legislation and regulations and properly recorded to maintain accountability of public money
- provide information to manage and report on performance
- safeguard the assets and properties of the Province under Ministry administration
- provide Executive Council, Treasury Board, the Minister of Finance and the Minister of Education any information needed to fulfill their responsibilities
- facilitate preparation of Ministry business plans and annual reports required under the *Government Accountability Act*.

In fulfilling my responsibilities for the Ministry, I have relied, as necessary, on the executive of the individual entities within the Ministry.



Keray Henke
Deputy Minister
Alberta Education

Overview

Highlights

Performance at a Glance

Selecting measures and setting targets to assess, report and improve upon the performance of the Kindergarten to Grade 12 (K – 12) education system is key to being accountable for results. The performance measures and targets for 2007/2008 are established in the Ministry of Education business plan for 2007 – 2010. Highlighted below are the performance measures reported in the Integrated Results Analysis section, including:

- baseline and most recent results
- change over time
- achievement of 2007/2008 targets.

Major activities undertaken in 2007/2008 to influence results in this and future years are presented in the Integrated Results Analysis section. Results for 2007/2008 reflect the cumulative impact of investment of resources and effort over time on the part of government, school boards, parents, teachers and students.

Results over time	Target Achievement
↑ Improved performance	• Target Met
→ No significant change in performance	• Target Exceeded
↓ Performance decline	• Target not met
	• No target set for 2007/08 (insufficient data or new measure for 2007-2010)

Goal 1: High quality learning opportunities for all

Outcomes	Performance Measures (in percentages)	Results Over Time	Targets 2007/08
Needs of all K – 12 students, society and the economy are met	Overall satisfaction with the quality of K – 12 education	83 84 ~	85 ✓
	Overall satisfaction that students receive solid grounding in language arts, mathematics, science and social studies	83 82 ~	84 ✓
	Overall satisfaction with students' opportunity to receive a broad program of studies	80 79 ~	79 ✓
	Employer satisfaction with the skills and quality of work of recent Alberta high school graduates	77 67 ↓	n/a
Schools provide a safe and caring environment	Overall agreement that students are safe at school, learn the importance of caring for others, learn respect for others and are treated fairly at school	91 91 ~	92 ✓
Needs of children at risk are addressed	Annual dropout rate of students aged 14-18	5.5 5.0 ↑	4.9 ✓
Students complete programs	High school completion rate of students within five years of entering Grade 10	75.2 79.5 ↑	78 ✓

Goal 2: Excellence in student learning outcomes

Outcomes	Performance Measures (in percentages)		Results Over Time		Targets
			Baseline	Current	2007/08
Students demonstrate high standards	Overall results on Grades 3, 6 and 9 Provincial Achievement Tests	acceptable	76.4	75.2 ↓	78.4 ×
		excellence	18.7	18.9 ~	20.5 ×
	Overall results on diploma examinations	acceptable	85.8	85.0 ↓	n/a
		excellence	22.2	22.3 ~	n/a
	Diploma examination participation rate (four or more exams within three years of entering Grade 10)	51.4	53.6 ↑	54 ✓	
	Rutherford Scholarship eligibility rate of Grade 12 students	32.5	38.2 ↑	36 ✓ +	
Students are well prepared for lifelong learning	Participation in Early Childhood Services (ECS)	95.5	97.6 ↑	95 ⁺ ✓	
	Post-secondary transition rate of students within six years of entering Grade 10	51.5	60.3 ↑	58 ✓	
Students are well prepared for employment	Overall satisfaction that students are taught attitudes and behaviours that will make them successful at work	69	65 ~	70 ×	
Students model the characteristics of active citizenship	Overall agreement that students model the characteristics of active citizenship	82	85 ~	83 ✓	

Goal 3: Highly responsive and responsible education system

Outcomes	Performance Measures (in percentages)	Results Over Time		Targets 2007/08
		Baseline	Current	
Effective working relationships	Overall satisfaction that stakeholder and public input is considered, respected and valued by the school, jurisdiction and province	58	58 ~	61 ×
Leadership and continuous improvement	Overall satisfaction that leadership at all levels supports and facilitates teaching and learning	69	69 ~	73 ✓
	Overall perception that Alberta's K – 12 system has improved or stayed the same in the last three years	66	71 ↑	72 ✓
	Percentages of school jurisdictions with an overall evaluation of Good or Excellent on accountability measures	Percentages of jurisdictions • increased on 5 of 15 measures • maintained on 1 measure • declined on 6 measures		n/a

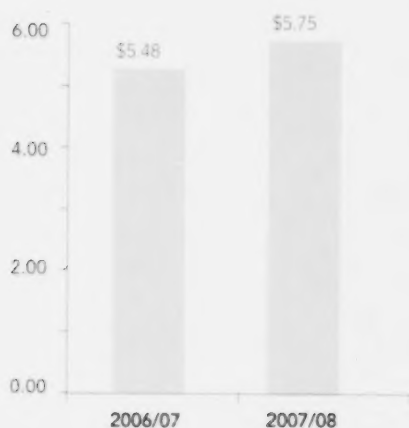
The confidence interval is considered in assessing change over time on survey measures. Targets are considered met if the result is within 5% of the target value. See Endnotes A and B for detailed information on assessing change over time and target achievement. Base year is five years ago or earliest subsequent year result available.

Financial Highlights

In 2007/2008, more than \$5.75 billion was spent on K – 12 education, an increase of 4.9% over 2006/2007. This amount includes the education property tax support for opted-out separate school boards, which totaled just over \$172 million in 2006/2007 and slightly more than \$176 million in 2007/2008.

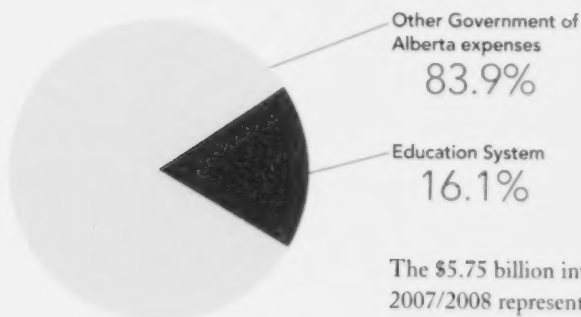
Total Education System Spending

(in billions)



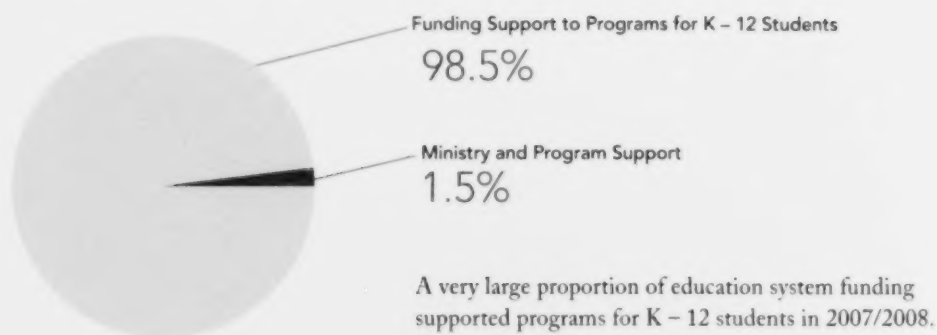
Total education system spending rose from \$5.48 billion in 2006/2007 to \$5.75 billion in 2007/2008, an increase of 4.9%.

Education System Spending Compared to Total Government of Alberta Spending



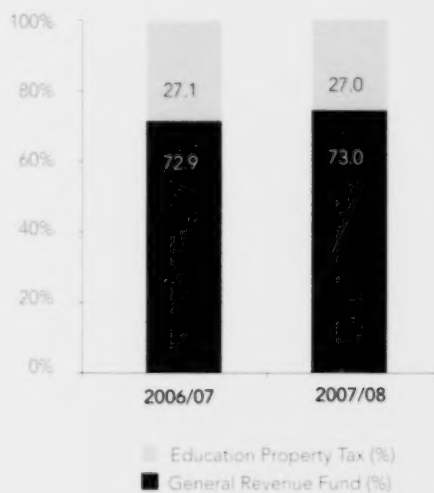
The \$5.75 billion investment in K – 12 education in 2007/2008 represented 16.1% of total government spending.

Funding for K – 12 Programs as a Proportion of Total Education System Spending



Education System Funding by Source

(in percentages)



The General Revenue Fund and the Education Property Tax provided about the same portions of education system funding in 2007/2008 – 73% and 27% respectively – as in 2006/2007.

Introduction

In 2007/2008, the Ministry of Education built on its strong foundation to provide the best possible education for Alberta K – 12 students. Work on 2007/2008 was guided by the Ministry's three-year business plan for 2007 – 2010.

The Ministry is defined through its vision, mission, values and principles. The vision is its view of the future. The mission describes the Ministry's purpose and reason for existence. Together, the Ministry's vision and mission present Alberta's view of the future for education and how it will be realized. Ministry staff follow the renewed Alberta Public Service values, which were implemented in 2007/2008. These values demonstrate the beliefs that characterize Ministry actions, and the principles identify the Ministry's method of operating.

Vision

The best Kindergarten to Grade 12 education system in the world.

Mission

The Ministry of Education, through its leadership and work with stakeholders, ensures that students attain the knowledge and skills required for lifelong learning, work and citizenship.

Alberta Public Service Values

Respect – We foster an environment in which each individual is valued and heard.

Accountability – We are responsible for our actions and for contributing to the effectiveness of the public service.

Integrity – We behave ethically and are open, honest and fair.

Excellence – We use innovation and continuous improvement to achieve excellence.

Principles

Student Centred – The highest priority of the education system is the success of the student.

Accessible – Every student in Alberta has the right of access to a quality basic education consistent with the student's needs and abilities.

Collaborative – Kindergarten to Grade 12 education, which provides the foundation for lifelong learning, best occurs when partners and stakeholders work together to provide a holistic approach and a supportive environment.

Accountable – All those involved in the education system are accountable to Albertans for quality results, system sustainability and fiscal responsibility.

Responsive – The education system is flexible, anticipates student needs and provides opportunities for parent and student choice.

Innovative – The education system demonstrates leading-edge innovation for improved results.

Equitable – All students have equitable access to quality learning opportunities.

Government and Ministry Priorities

Over the last year, the Ministry played a key role in advancing two of the five priorities established by the provincial government. Alberta Education's strategic priorities contributed to each of these government priorities and included the Minister's three mandates:

Government Priorities	Ministry Strategic Priorities
Building a Stronger Alberta	Minister's Mandates • Access to Early Learning Opportunities • Improve High School Completion Rates • Address the Teachers' Unfunded Pension Liability Other • Success for All Students • Support the Healthy Development of Alberta's Children and Youth • First Nations, Métis and Inuit Student Success • Enhancing Relationships
Manage Growth Pressures	Schools Where Students Live and Learn

Ministry Core Business and Goals

In 2007/2008, the Ministry of Education continued to identify one core business that is an ongoing key responsibility — to lead and support the Kindergarten to Grade 12 education system so that all students are successful at learning. The core business includes three goals with specific outcomes that describe the end results the Ministry wants to achieve in fulfilling its mission.

Goal 1: High quality learning opportunities for all

Outcomes

- The education system meets the needs of all Kindergarten to Grade 12 students, society and the economy
- Children and youth at risk have their needs addressed through effective programs and supports
- Schools provide a safe and caring environment for students
- Students complete programs

Goal 2: Excellence in student learning outcomes

Outcomes

- Students demonstrate high standards
- Students are well prepared for lifelong learning
- Students are well prepared for employment
- Students model the characteristics of active citizenship

Goal 3: Highly responsive and responsible education system

Outcomes

- All levels of the education system demonstrate effective working relationships with partners and stakeholders
- All levels of the education system demonstrate leadership and continuous improvement

Strategies identified in the 2007 – 2010 business plan were implemented to address the strategic priorities and make progress toward achieving the outcomes identified for the education system. The plan also included performance measures to assess how progress would be measured. The Integrated Results Analysis section of this document reports on accomplishments related to the strategies and results for performance measures.

2007/2008 Developments

In March 2008, the Premier announced a new cabinet and specific, challenging mandates for each minister. The Minister of Education was given the following mandates:

- Lead an initiative to increase student participation and completion rates in health, math, science and Career and Technology Studies courses to grow the technology and science sectors
- Lead an initiative to increase broad-based supports and early intervention initiatives for at-risk children to improve their learning outcomes.

These mandates are being addressed by the Ministry and are included in the Ministry's business plan for 2008 – 2011.

Enhanced Focus on Accountability for Outcomes and Continuous Improvement

Accountability, together with equity and flexibility, supports the funding of the education system.

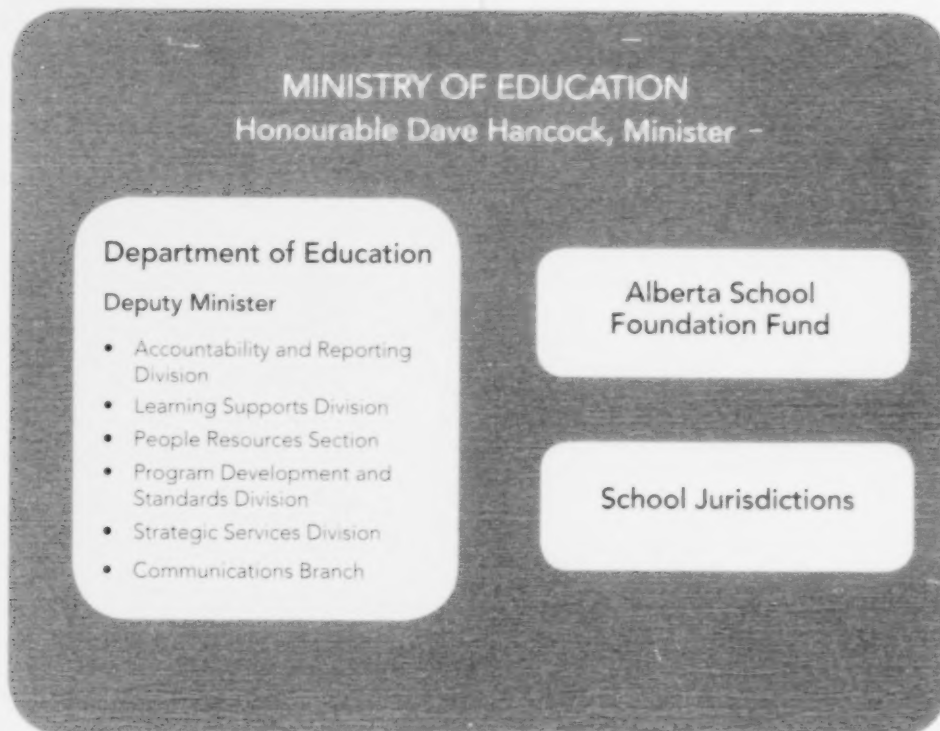
Funding is distributed equitably and school jurisdictions have maximum flexibility to allocate funds to meet students' learning needs. In return, school jurisdictions are accountable for results. The Ministry evaluates school jurisdiction improvement and achievement of outcomes that are important to parents and the public based on a common set of performance measures.

To support continuous improvement, school jurisdictions report their results and evaluations publicly and develop strategies to improve results for measures with low or declining results, while maintaining good results. Consistent with the provincial government's intent to govern with integrity and transparency, the Ministry enhanced its focus on outcomes and accountability to improve education for students in 2007/2008 by implementing a requirement that school jurisdictions with two or more years of low or declining results set targets and develop specific action plans to improve their results over time.



Ministry of Education Structure

GOVERNMENT OF ALBERTA



Operational Overview: Ministry of Education

The Ministry of Education, for which the Minister of Education is accountable, consists of the Department of Education, the Alberta School Foundation Fund and school jurisdictions. School jurisdictions include public and separate school boards, francophone education authorities and charter schools.

These school jurisdictions, along with accredited private schools, provide programs for students in the province's K – 12 education system in accordance with the *School Act*. The information that follows in this section describes the functions and purpose of the Department of Education and Alberta School Foundation Fund in more detail.

Department of Education

With students' varied learning needs as its central focus, Alberta Education leads a K – 12 education system that provides the foundation of knowledge and skills needed to prepare Alberta children and youth for lifelong learning, work and citizenship. In 2007/2008, about 585,000 young Albertans were enrolled in K – 12 schools across the province.

For more information, phone (780) 427-7219

Department Organization

The Department of Education is divided into six organizational units reporting to the Deputy Minister.

Accountability and Reporting Division

The Accountability and Reporting Division focuses on continuous improvement of student learning and takes a lead role in defining and supporting outcomes-based accountability for the Department and the K – 12 education system. The division:

- leads the development of the Accountability Framework for K – 12 education, including the evaluation and reporting of school jurisdiction performance

- leads the development of, and reports on, performance measures for the Ministry and school jurisdictions
- develops, manages and reports on provincial assessments of students in Grades 3, 6, 9 and 12
- develops, administers and reports on surveys of students, parents, teachers, superintendents, school board members and the public
- develops accountability frameworks for projects and conducts program evaluations and research in K – 12 education on a priority basis
- leads the development of processes for teachers in assessing and reporting to parents on their child's progress and achievement
- coordinates Alberta's participation in, and reports results of, national and international assessments
- administers high school equivalency exams (GED)
- develops and implements the Ministry's Information Management Framework
- develops and manages information and technology systems to collect, analyze and report data used to support decision-making and analysis within the Department and the K – 12 education system.

For more information, phone (780) 422-1608

E-mail: measurement.education@gov.ab.ca

Learning Supports Division

The Learning Supports Division provides leadership and support services to school authorities for implementation of Ministry programs and policies that meet students' diverse learning needs. Specifically, the division:

- facilitates the exchange of promising practices and innovative ideas to better meet students' needs and improve student learning

- enhances effective and collaborative relationships with school authorities and stakeholders
- provides timely information, advice and support related to the education system and emerging issues
- provides leadership and support to school boards with respect to school infrastructure and innovative ways to use technology to meet the changing needs of the education system
- works with stakeholders, other ministries and other jurisdictions across Canada to support the implementation of programs, policies and initiatives for preschool children and K – 12 students
- gathers information and monitors school authorities for compliance with Ministry requirements
- produces and distributes learning and support resources including alternate format resources (Braille, audio, large print) and specialized equipment for students with visual impairment or perceptual disabilities.

For more information, phone (780) 427-2051

Program Development and Standards Division

The Program Development and Standards Division collaborates with school authorities and stakeholders to develop the knowledge, skills, values and attitudes young Albertans need to achieve their potential for lifelong learning, work and citizenship and to engage their passions and interests. The division:

- develops and supports K – 12 programs of study and standards that are relevant and responsive to students' learning needs and choices
- develops and/or acquires print and digital resources in English and French to support effective learning and teaching based on Alberta programs of study
- supports the implementation of curriculum for students

- leads the implementation of the Ministry's International Education Strategy
- provides strategic advice and direction on international education matters.

For more information, phone (780) 427-7484

Strategic Services Division

In its work to provide strategic and corporate services to the Ministry, the Strategic Services Division:

- leads Ministry policy development, research and coordination to address strategic issues
- leads planning services for the Ministry including strategic planning, business planning, operational planning and project management
- provides leadership in development and implementation of the Ministry's public involvement framework
- works collaboratively with partners to support continuous improvement in teaching and learning through Alberta Initiative for School Improvement projects
- provides support to the Ministry's involvement in the Council of Ministers of Education, Canada and coordinates inter-provincial and territorial initiatives
- prepares Ministry budget estimates and financial statements
- monitors, reviews and analyzes school jurisdiction financial health and financial management, including:
 - audited financial statements
 - high school funding
 - budgets
- provides corporate services in the areas of legislative services, acquisition of contracted services, records management and administration
- leads ministry-wide financial accountability processes and internal review services
- leads ministry-wide enterprise risk management.

For more information, phone (780) 427-3663

People Resources Section

The People Resources Section provides strategic advice on human resource management, education sector workforce planning and teacher development and certification programs. With the vision: "The Right People with the Right Skills in the Right Places at the Right Times," the section:

- builds, strengthens and promotes the highest quality education sector workforce possible
- promotes and maintains a positive, safe and healthy workforce
- provides the education sector with informed strategic advice and direction regarding key workforce issues
- ensures provincial standards related to certificated teachers, school leaders and human resources are promoted and met.

In meeting these responsibilities, the People Resources Section focuses on:

- planning and policy development impacting the education sector workforce in the longer term
- providing support to the Council on Alberta Teaching Standards (COATS) and the Certification Appeal Committee to ensure teacher quality standards are maintained
- certificating teachers
- providing strategic advice and direction to the education sector for emergency and pandemic planning
- implementing the Alberta Public Service Workforce Plan to attract, develop and engage employees.

For more information, phone (780) 644-3575

Communications Branch

Working with the department staff and education stakeholders, the Communications Branch:

- enhances Albertans' awareness of Ministry achievements and initiatives
- provides strategic communications advice, communications planning and media relations, as well as specialized writing and editing
- facilitates communications within the Ministry.

For more information, phone (780) 422-4495

E-mail: edc.communications@gov.ab.ca

Alberta School Foundation Fund

The Alberta School Foundation Fund receives tax revenues from municipalities based on:

- the equalized assessment of real property in Alberta
- education mill rates established by the Lieutenant Governor in Council.

These monies, along with those from provincial general revenues, are allocated on a fair and equitable basis to school boards.

For more information, phone (780) 427-2055.

For toll-free access in Alberta, first dial 310-0000.

Integrated Results Analysis

Deputy Minister's Message

The policies, plans, projects and activities of the Ministry of Education are geared toward providing the young people of Alberta with the best possible K – 12 education. The Ministry is committed to working collaboratively with all governance partners and education stakeholders to carry out this fundamentally important responsibility. The Ministry is accountable for developing high quality programs, achieving good results, ensuring the education system is sustainable and demonstrating fiscal responsibility.

Success for each student is our highest priority. The children of Alberta rely on their teachers and schools to properly equip them with the skills, abilities and knowledge they will need for a successful future. Albertans expect that their major investment in education will help create well-rounded, dynamic individuals who will make a positive contribution to the province's economic and social well being.

This annual report highlights the Ministry's activities and the results achieved in 2007/2008, demonstrating how well our responsibilities for the education of Alberta students are being met.

The mandate letter from the Premier to the Minister of Education outlined the following strategic priorities for 2007/2008:

- ensuring appropriate access to early learning opportunities
- improving high school completion rates
- resolving the issue of the Teachers' Unfunded Pension Liability.

Our highest priority
is the success of all
K – 12 students.

Early learning opportunities are critical to young Albertans' preparation for lifelong learning. The Ministry pursued a number of early learning initiatives. We worked with the Ministries of Health and Wellness and Children's Services to identify and fund four pilot preschool developmental screening and follow-up services projects. The Ministry also initiated funding for two years of language development programs for preschool children whose home language is neither English nor French.

One of the key measures of our success is the number of students who complete high school within five years of entering Grade 10. I am pleased to say that, thanks to the efforts of teachers, parents, students and administrators, we exceeded our target of 78 per cent, with a result of 79.5 per cent. Though still short of our long-term goal of 90 per cent, we are heading in the right direction.

Arriving at a long-term solution to the Teachers' Unfunded Pension Liability issue was a significant achievement in 2007/2008. The historic Memorandum of Agreement with The Alberta Teachers' Association calls for the Government of Alberta to assume full financial responsibility for the teachers' portion of the unfunded liability and to provide school boards with the funding necessary for teacher pay increases over a five-year period. Resolution of this

long-standing issue provides more opportunity for the Ministry and education stakeholders to work in a positive, collaborative and stable environment that will benefit all Alberta K – 12 students.

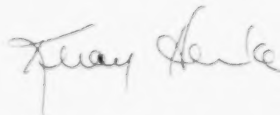
School facilities are an ongoing priority in a growing province. We continue to work in partnership with the Ministry of Infrastructure to ensure schools are available where students live and learn. We also worked with other ministries on the pilot Alberta Schools Alternative Procurement project to support construction of 18 new schools in Edmonton and Calgary using an Alberta-made public-private partnership approach.

In March 2008, Premier Stelmach appointed the Honourable Dave Hancock as the new Minister of Education and provided a new mandate letter that outlined priorities for 2008/2009.

The Minister was directed to lead an initiative to increase participation and completion rates in health, math, science and Career and Technology Studies. These skills are needed to grow and sustain Alberta's economy now and in the future. One initiative to address this need is updating and expanding the Career and Technology Studies program.

The other new mandate is to increase broad-based supports and early intervention for at-risk children. We are committed to identifying and removing barriers for students, including continuing to work with other government departments to help ensure every student has the opportunity for success.

I am pleased that the department's activities exemplify the Alberta Public Service values of respect, accountability, integrity and excellence. Our work is founded on the fundamental principle that everything we do must be student-centred. The education of our children and youth is vitally important to our province's continued success. This annual report highlights the lead role played by Alberta Education in ensuring the highest quality education for our students.



Keray Henke
Deputy Minister
Alberta Education



Report of the Auditor General on the Results of Applying Specified Auditing Procedures to Performance Measures

To the Members of the Legislative Assembly

Management is responsible for the integrity and objectivity of the performance results included in the *Ministry of Education's 2007/2008 Annual Report*. My responsibility is to carry out the following specified auditing procedures on performance measures in the annual report. I verified:

Completeness

1. Performance measures and targets matched those included in Budget 2007.
Actual results are presented for all performance measures.

Reliability

2. Information in reports from external organizations, such as Statistics Canada, matched information that the Ministry used to calculate the actual results.
3. Information in reports that originated in the Ministry matched information that the Ministry used to calculate the actual results. In addition, I tested the processes the Ministry used to compile the results.

Comparability and Understandability

4. Actual results are presented clearly and consistently with the stated methodology and are presented on the same basis as targets and prior years' information.

I found no exceptions when I performed these procedures.

As my examination was limited to these procedures, I do not express an opinion on whether the set of performance measures is relevant and sufficient to assess the performance of the Ministry in achieving its goals.

Edmonton, Alberta
September 15, 2008

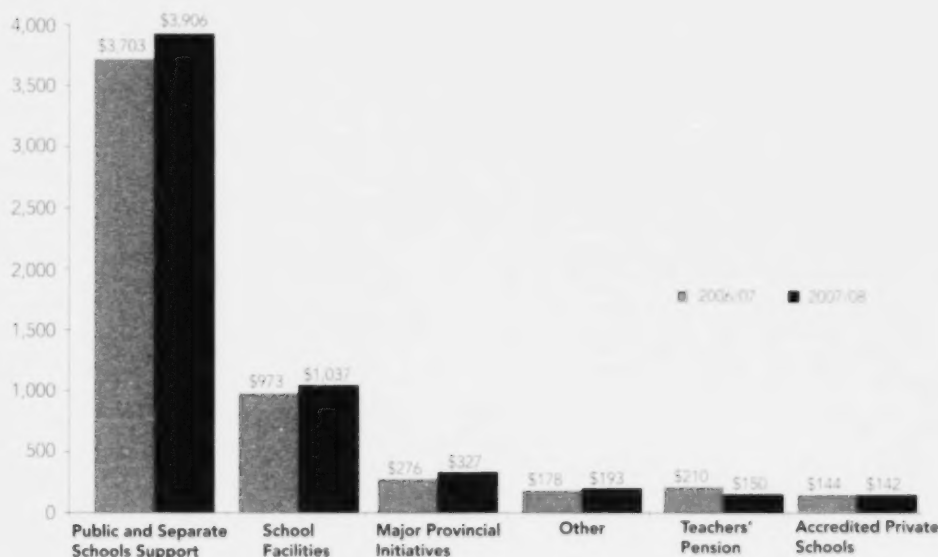
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Auditor General

Education System Spending

Education system spending in 2007/2008 was directed to the Ministry's core business: "Lead and support the Kindergarten to Grade 12 education system so that all students are successful at learning."

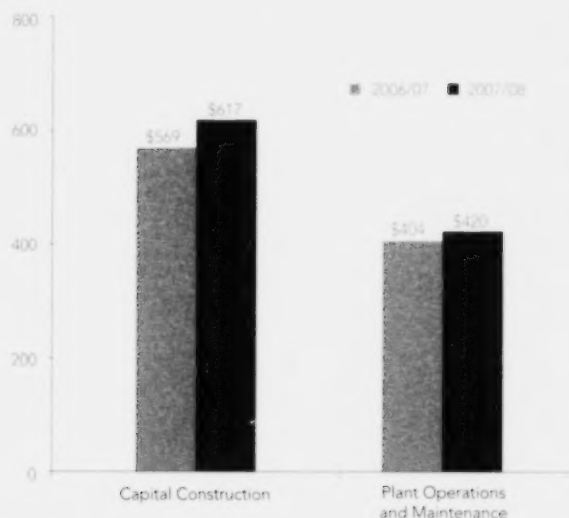
Spending on the K – 12 education system totaled over \$5.75 billion, of which \$4.23 billion (nearly 74%) was distributed as Operating Support to School Jurisdictions to provide education programs and services for Alberta's children and youth. Operating Support increased by 5.5% over the previous year. The two components of Operating Support, Public and Separate Schools Support and Major Provincial Initiatives, are presented separately on the chart below.

Education System Spending by Key Program Areas
(in millions)



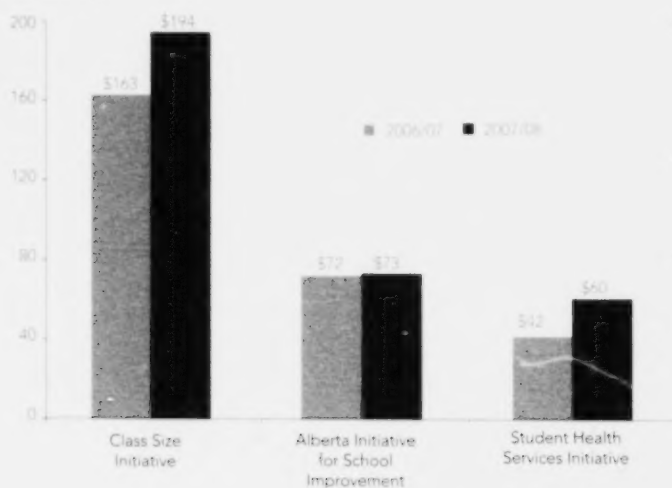
- Public and Separate Schools Support includes the education property tax support for opted-out school boards, comprising \$176 million of the \$3.9 billion in 2007/2008 education system spending.
- Public and Separate Schools Support provides Base Instruction funding and funding for such programs as Severe Disabilities, English as a Second Language, First Nations, Métis and Inuit education and Transportation.
- School jurisdictions have flexibility in spending provincial funding to provide education programs for all their students. School jurisdiction administrative spending is limited to 4-6% of budget (depending on enrolment) to ensure maximum resources for student learning.
- Spending on School Facilities increased by \$64 million or 6.5% in 2007/2008.
- Major Provincial Initiatives provides funding to school jurisdictions for designated purposes. The increase of \$51 million or 18.4% in 2007/2008 was primarily for student health services and reducing class sizes.
- Other represents 3.4% of total spending and includes basic education programs for technology in the classroom such as high speed networking (SuperNet) and video-conferencing, operations of the Learning Resources Centre and department administration.
- Teachers' Pension spending declined because of better than expected performance of pension fund assets.
- Funding for Accredited Private Schools declined about 1% because a few private schools became alternate programs within public jurisdictions in 2007/2008.

Spending on School Facilities (in millions)



- Government's investment of almost **\$617 million** in Capital Construction Support provided funding to school jurisdictions in 2007/2008 for new schools as well as modernization and upgrading of existing schools, including 32 new schools, 47 modernization projects and 45 modular classrooms. This funding increased about **\$48 million** or **8.4%** over the previous year.
- Funding for Plant Operations and Maintenance increased by **\$16 million** or **4%** in 2007/2008.

Spending on Major Provincial Initiatives (in millions)



- In 2007/2008, nearly **\$194 million** was spent to reduce class sizes, an increase of about **19%** over 2006/2007.
- Over **\$73 million** was provided for school improvement projects in 2007/2008.
- Spending on Student Health Services increased by more than **\$18 million** or **44.6%** compared to the previous year.

GOAL 1: High Quality Learning Opportunities for All

What it means

The Ministry of Education strives to provide high quality learning opportunities for Kindergarten to Grade 12 students by:

- setting policies and standards for program development
- providing support for program implementation
- enhancing programs to meet the needs of all students
- providing funding for the education system.

High quality learning opportunities for all includes increased access to and participation in educational programs and barrier-free learning pathways to enable increased levels of educational attainment. Alberta Education continues to implement strategies that help achieve the outcomes identified for Goal 1:

- The education system meets the needs of all Kindergarten to Grade 12 students, society and the economy
- Schools provide a safe and caring environment
- Children and youth at risk have their needs addressed through effective programs and supports
- Students complete programs.

The key accomplishments for each outcome in Goal 1 are provided below and reflect the implementation of strategies in the 2007 – 2010 business plan.

=====

Outcomes

The education system meets the needs of all Kindergarten to Grade 12 students, society and the economy

Key Accomplishments

Student Programs

Alberta's K – 12 curriculum is outlined in programs of study developed by the department. The programs identify what students are expected to learn and be able to do in all subjects and grades. High quality learning and teaching resources such as student textbooks, teacher guides, print and digital courseware, videos and software programs contribute to student learning and success. These tools support implementation of the programs of study and accommodate the different learning needs of Alberta students. To ensure all students have high quality learning opportunities and are well prepared for the future, keeping the programs of study and learning and teaching resources up-to-date is critically important.

Outcomes

The education system meets the needs of all Kindergarten to Grade 12 students, society and the economy (continued)

Key Accomplishments *(continued)*

In 2007/2008 the Ministry approved and implemented several new programs of study, authorized new basic resources for students, developed new teacher guides and launched updated online guides to implementation, including *[Strategies 1.3, 1.4, 1.5 and 1.6]*:

- completed and implemented the new social studies and science programs
- completed the development of Knowledge and Employability (K&E) Programs of Study (French) for mathematics, science and social studies
- completed the development of the common curriculum framework for the new high school mathematics program that will be used in all western provinces and northern territories
- authorized student resources and accompanying teacher guides for social studies, sciences and mathematics (with partners in western provinces and northern territories), and for chemistry, biology and physics (French)
- continued work on revising the Fine Arts Program of Study
- initiated work on revising the K – 6 Science program, which includes incorporating First Nations, Métis and Inuit perspectives, infusing information and communication technology outcomes and revising the Kindergarten Program Statement to include revised science outcomes
- completed the needs assessment for wellness-related programs of study
- initiated work on revising the Career and Technology Studies program
- provided quality professional development opportunities for educators, including the Social Studies and Mathematics Summer Institutes and Knowledge and Employability Symposium, to assist in the effective implementation of new programs and courses.

Reducing Class Sizes

- Class size is a concern for parents and teachers. To address this, average class size guidelines were adopted and the Small Class Size Initiative was established in 2004/2005. Through this initiative, funding has been provided to school boards to hire about 2,700 more teachers. Starting in the 2004/2005 school year, the guidelines were met or exceeded at all grade levels except K – 3. Average class sizes continue to decrease for K – 3, reaching 18.4 in 2007/2008. Limited classroom space, enrolment growth and movement, and teacher attraction and retention have imposed limitations on meeting the guidelines in these grades.



Outcomes

Provincial Average Class Sizes

Grade Levels	2004/05	2005/06	2006/07	2007/08	Average Class Size Guidelines
K – 3	19.7	19.4	18.6	18.4	17
4 – 6	22.3	22.0	21.4	21.3	23
7 – 9	22.7	22.7	22.6	22.5	25
10 – 12	23.0	23.0	23.1	22.7	27

Jurisdiction average class sizes are available at <http://education.alberta.ca/departments/stats/average-class-size.aspx>.

Enhanced Teaching and Learning through Technology

Information and communication technology is part of every student's basic education in Alberta. Work to improve the use of technology in schools in 2007/2008 included [Strategy 1.11]:

- providing additional funding to school jurisdictions to increase their video-conferencing capacity, technology infrastructure and classroom technology
- supporting school jurisdictions in implementing technology through the Provincial Microsoft Licensing Agreement by renewing Education Standing Offers, which reduce the cost of technology ownership
- providing advice on the best practices for technology implementation in the education environment
- implementing a one-to-one laptop research project with 20 school jurisdictions, in which every student has a laptop to use for school work at school and home and which supported teacher development in teaching in one-to-one classrooms.

An Alberta Approach to Distributed Learning

The introduction of new information and communication technologies has enabled Alberta teachers to support student learning and success through a variety of learning environments, independent of time or location. While distance education was once primarily used in selective situations to solve issues of timetabling or other barriers to access, the Internet and new technologies have expanded opportunities for learning by moving them online. Expanded opportunities range from online courses to lessons using online resources to online collaboration among students, teachers and others in the global education community.

Providing student choice in how, when and where learning takes place ensures that the education system meets the needs of all K–12 students in the twenty-first century. Virtual classrooms are being used more frequently in education and help prepare students for today's workplace where networks, distanced interaction, remote information gathering and distributed collaboration networks are increasingly commonplace.

Outcomes

The education system meets the needs of all Kindergarten to Grade 12 students, society and the economy (continued)

Key Accomplishments (continued)

Distributed learning is a model which offers multiple channels of learning and teaching through a variety of delivery formats and mediums — print, digital (online) and traditional delivery methods — allowing teachers, students and content to be located in different, non-centralized locations. Distributed learning connects students with teachers across the province, and in so doing, provides choice, flexibility and increased hands-on learning experiences. Distributed learning includes all forms of learning where, by design, students and their teachers may be separated in time or space for some or all of their interactions. It offers the potential for exploring different relationships and building highly personalized and individualized learning opportunities for student success. It also shifts teaching from direct instruction to influencing and supporting student learning. This benefits students in the traditional classroom as well as distance education students.

Work on the provincial approach to distributed learning in 2007/2008 included [*Strategies 1.4, 1.9 and 1.10*]:

- engaging in discussions with stakeholders on the development of Alberta's Distributed Learning Strategy and implementation plan
- identifying three priority actions in the implementation of Alberta's Distributed Learning Strategy:
 - establish provincial policy, protocol and principles for the development and delivery of distributed learning
 - create a supporting environment for continuous improvement and building teaching and leadership capacity for innovation
 - facilitate the coordination of resource development efforts
- providing additional online resources and improved access to online resources to support distributed learning:
 - launched additional content for the online guide to implementation for the new mathematics and social studies programs of study and made Alberta educators more aware of online learning and teaching resources in social studies and mathematics found on LearnAlberta.ca
 - acquired, developed and posted 1,268 new learning resources to the LearnAlberta.ca portal to support implementation of programs of study
 - redesigned the LearnAlberta.ca website to consolidate digital learning resources from the website, the *Online Guide to Implementation and Tools4Teachers*
 - initiated a shift in the development process of distributed learning resources from print courses to online, media-rich courses that can also be delivered as print courses with media available on CD
 - developed strategies that help school jurisdictions to improve the use of video-conferencing in teaching and learning.



Second Language Learning

In our increasingly global world, proficiency in languages other than English is more and more necessary. Schools need robust learning and teaching resources, implementation support and classroom assessment materials. Work in 2007/2008 included [Strategy 1.2]:

- developing and providing implementation support for language and culture programs of study for Cree, Chinese, German, Japanese, Spanish and Ukrainian
- authorizing basic and support resources for students, teaching resources, implementation guides, assessment materials and digital learning resources for Chinese, Cree, French, German, Japanese, Punjabi, Spanish and Ukrainian
- developing French as a Second Language resources and classroom assessment materials.

Sustaining Small and Rural Schools

Alberta is experiencing challenges to sustain small and rural schools in communities that are facing enrolment declines. Small schools find it challenging to offer a wide variety of programs to their students. In 2007/2008 work in this area included [Strategies 1.9 and 1.11]:

- collaborating with seven school jurisdictions to develop online and print courses that integrate emerging technologies with instruction and give increased program choice and access for students in rural communities
- collaborating with school jurisdictions to develop online courses for Biology 20, Chemistry 20 and Physics 20 with technology-based alternatives for science labs incorporated into the courses
- as part of government's Rural Development Initiative, discussing challenges and promising practices with the Minister's Advisory Committee on Small School Programming:
 - high quality learning opportunities and high school completion in school settings with small student enrolments
 - the education of First Nations, Métis and Inuit students
 - teacher recruitment and supply/demand of teachers in small and rural schools.

Schools provide a safe and caring environment

Supporting Positive Behaviour in Schools

Safe and caring schools help ensure Alberta's children receive the best education possible and play a key role in ensuring students complete high school. The Ministry continues to support schools and to work with cross-ministry partners to provide safe and caring schools for students, staff, parents and community members.

Outcomes

Schools provide a safe and caring environment (continued)

Key Accomplishments (continued)

In 2007/2008 work continued with school jurisdictions and cross-ministry partners to prevent bullying. This included [Strategy 1.7]:

- launching phase three of the Bullying Prevention Strategy that included the *Reverse It. Be Better Than Bullying* campaign which distributed posters to over 5,300 stakeholders, fact sheets on dealing with bullying behavior and radio ads.
- running the *Reverse It. Be Better Than Bullying* commercial in urban areas in partnership with Cineplex Odeon and in rural areas in partnership with Movie Gallery video stores.
- providing school jurisdictions with access to teacher resources on Internet safety and cyber bullying (two-year licensing agreement)
- providing anti-bullying information sessions to more than 2,500 parents, community members, and teachers
- supporting, with the Ministry of Children's Services, the implementation of Taking Action Against Bullying as part of *The Framework for Action on Family Violence and Bullying*. Taking Action Against Bullying projects focus on early intervention and education to prevent family violence, bullying and aggression in homes, schools and communities and to improve partnerships between schools and Parent Link Centres.

The Ministries of Education and Children and Youth Services, along with other government ministries, won a Premier's Award of Excellence for the *Stand Up and Stop Bullying* youth campaign that was developed by and for youth. This is the second Premier's Award of Excellence that recognizes government's efforts to prevent bullying.

Improving student behaviour is key to a safe and caring learning environment. In 2007/2008 work to provide resources and supports to help schools in this area, included:

- completing and distributing a new resource and training package, *Supporting Positive Behaviour in Alberta Schools*, for teachers, parents and other professionals
- training 60 school teams in the use of Effective Behaviour Supports that resulted in reductions of 73% in office referrals for student behaviour and 75% in out-of-school suspensions
- enhancing communication on safe and caring schools with school authorities by publishing and sharing information on the Ministry's website and through e-mails.

Safety of Students with Severe Allergies

In response to parents' concerns about the safety of students with severe allergies in schools, the Ministry partnered with stakeholders and health organizations to develop *The Allergy Anaphylaxis Information Response* resource. This resource was distributed to all Alberta schools to increase awareness about allergy causes, effects and treatments among educators, parents and other care providers. Each resource contains awareness

Children and youth at risk have their needs addressed through effective programs and supports

materials and training resources, including auto-injector training devices. This resource, along with the Alberta School Boards Association policy advisory, will assist school boards in providing secure and caring places for children and all members of our learning community.

Removing Barriers for At-Risk Students

A number of challenges affecting young children and students can interfere with their development and their education. The Ministry works with stakeholders, including other ministries, school boards and community agencies to help students succeed. In 2007/2008, this work included:

- initiating funding to support two years of language development for preschool children of non-English or French speaking families
- launching five new Outreach programs for a total of 125 Outreach programs operating in Alberta school jurisdictions to engage young people who are not comfortable in a traditional classroom setting
- with the Ministry of Children's Services, initiating development of strategies to improve success in school and high school completion of children in care [Strategy 3.4].

Mental health issues can get in the way of student success in school. In 2007/2008, work in this area included [Strategy 3.4]:

- working with the Alberta Mental Health Board to develop and distribute to school authorities throughout the province the *Bounce Back* book series — designed to help parents and other caregivers nurture children to be strong and resilient through fun, engaging and hands-on activities
- with the Ministry of Health and Wellness, supporting development of an implementation plan for *Positive Futures—Optimizing Mental Health for Alberta's Children and Youth: A Framework for Action (2006-2016)* that is designed to support a common and integrated approach to optimize the mental health of children and youth
- establishing and implementing 32 projects designed to meet mental health prevention, promotion and intervention needs in schools, in collaboration with the Alberta Mental Health Board, school jurisdictions, mental health and health service providers and community partners.

Youth suicide is of great concern to all Albertans. The suicide rate among Aboriginal youth exceeds the rate for Alberta's youth population overall. Work with other ministries to implement strategies to help Aboriginal youth feel hopeful, empowered and optimistic about their future is a priority. In 2007/2008 [Strategy 3.4]:

- five Aboriginal Youth Suicide Prevention pilot sites, encompassing 16 communities, shared their effective practices locally and at national conferences

Outcomes

Students complete programs

Key Accomplishments *(continued)*

- 35 organizations implemented education, awareness and training initiatives to further support the prevention of Aboriginal youth suicide.

Improving High School Completion Rates

Finishing high school is an important step for young people to create a positive future for themselves, their families and society as a whole. For a variety of reasons, attending school and completing assignments is a challenge for some students, which puts them at risk of not completing their high school program.

Improving high school completion rates has been an on-going Ministry priority and was given increased emphasis and effort in 2007/2008 as a Minister's mandate. Although high school completion rates have been increasing steadily, continuing efforts are needed to achieve higher rates to ensure that all students are well prepared for future success.

Efforts to increase high school completion include:

- Outreach programs
- English as a Second Language or Francisation support and teacher resources
- First Nations, Métis and Inuit (FNMI) promising practices
- international technology certification
- Career and Technology Studies enhancements
- learning technology tools.

Work is underway to enhance linkages between school and work so students receive training that is directly applicable to specific careers. Specifically, in 2007/2008 that work included *[Strategy 1.1]*:

- developing a toolkit to assist communities in developing local solutions to help students complete high school
- establishing projects in 24 school authorities to explore the use of technology to improve student engagement and success in high school
- hosting the *Promising Practices to Enhance High School Completion among FNMI Students Conference* for Alberta schools
- initiating publication of *Promising Practices for Keeping Kids in School* articles highlighting promising practices and success stories describing what Alberta schools are doing to improve attendance and to reduce the number of students leaving school without graduating
- identifying a representative sample of 20,000 students in 72 schools throughout the province to participate in a norming study — endorsed by the College of Alberta School Superintendents — of the Student Orientation to School Questionnaires developed to measure student engagement.

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Performance Highlights

Education system results for 2007/2008 for Goal 1, highlighted below and discussed on the pages that follow, reflect the cumulative impact of investment of resources and effort over time on the part of government, school boards, parents, teachers and students.

Goal 1: High quality learning opportunities for all

Results over time	Target Achievement
↑ Improved performance	✓ Target Met
○ No significant change in performance	✓ Target Exceeded
↓ Performance decline	○ Target not met
	○ No target set for 2007/08 (insufficient data or new measure for 2007-2010)

Outcomes	Performance Measures (in percentages)	Results Over Time		Targets 2007/08
		Baseline	Current	
The education system meets the needs of all Kindergarten to Grade 12 students, society and the economy	Overall satisfaction with the quality of K – 12 education	83	84 ~	85 ✓
	Overall student, parent, teacher, school board member and public satisfaction that students are receiving a solid grounding in language arts, mathematics, science and social studies	83	82 ~	84 ✓
	Overall student, parent, teacher and school board member satisfaction with the opportunity of students to receive a broad program of studies	80	79 ~	79 ✓
	Employer satisfaction with the skills and quality of work of their employees who are recent Alberta high school graduates	77	67 ↓	n/a
Schools provide a safe and caring environment	Overall student, parent, teacher and school board member agreement that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school	91	91 ~	92 ✓
Children and youth at risk have their needs addressed through effective programs and supports	Annual dropout rate of students aged 14-18	5.5	5.0 ↑	4.9 ✓
Students complete programs	High school completion rate of students within five years of entering Grade 10	75.2	79.5 ↑	78 ✓

The confidence interval is considered in assessing change over time on survey measures. Targets are considered met if the result is within 5% of the target value. See Endnotes A and B for detailed information on assessing change over time and target achievement. Base year is five years ago or earliest subsequent year results are available.

Performance Measures

Quality of Basic Education

Rationale

- High quality basic education meets the needs of all students, society and the economy.

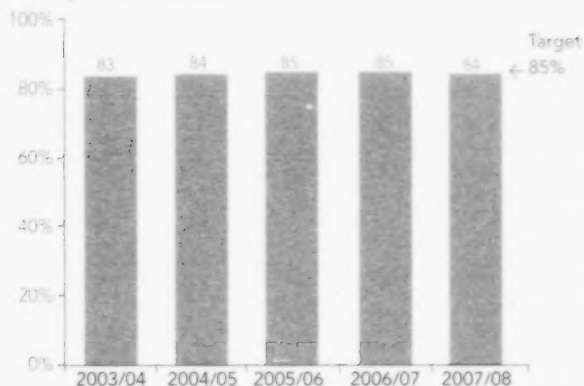
Target

- The target of 85% was met (the result is within 5% of the target).

Discussion

- Overall results have been high and stable over time.
- In 2007/2008, 84% of students, parents, teachers, school board members and the public were satisfied with the overall quality of basic education.
- Higher public satisfaction in 2007/2008 reflects higher results on the new question than on the previous one (see notes).
- Similarly, the decline in parent and teacher satisfaction levels is accounted for by lower results on the new question.
- Satisfaction of students, parents, teachers and school board members continues to be higher than public satisfaction. This may be because these respondent groups rely on more direct sources of information about Alberta schools than does the public. A question asked periodically on the provincial surveys explores respondents' sources of information about K – 12 schools. In 2002/2003 and 2005/2006, parents were almost twice as likely as members of the public to get information from the school newsletter, while the public was twice as likely as parents to get information from newspapers or television.

Overall Satisfaction of Students, Parents, Teachers, School Board Members and the Public with the Quality of Basic Education



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
High School Students	88	91	91	91	90
Parents (ECS – 12)	82	83	84	84	80
Teachers	91	90	91	93	90
School Board Members	88	88	90	88	89
Public	66	67	69	68	72
Overall	83	84	85	85	84

Source: Alberta Education: CCI Research Inc., 2004 – 2007; R.A. Maistest & Associates Ltd., 2008

Notes

- In 2003/2004, school board members included elected trustees and superintendents, while in subsequent years only trustees were included.
- For students, parents, teachers and school board members, percentages reported for 2003/2004 to 2006/2007 are averages of satisfaction levels with the following specific aspects of the school system:
 - overall satisfaction with education at schools
 - the quality of teaching at schools
 - what is being learned in the core subjects is useful/students are learning what they need to know
 - school work is interesting
 - school work is challenging
 - learning expectations at school are clear.
- For 2007/2008, "what is being learned in the core subjects is useful/students are learning what they need to know" was replaced with satisfaction that "the highest priority of Alberta's education system is the success of the student."
- For the public, percentages reported for 2003/2004 to 2006/2007 are averages of satisfaction levels with the following two aspects of the school system:
 - overall satisfaction with education at schools
 - students are learning what they need to know

Core Subjects

Rationale

- The core subjects of mathematics, language arts, science and social studies are essential for a solid basic education.

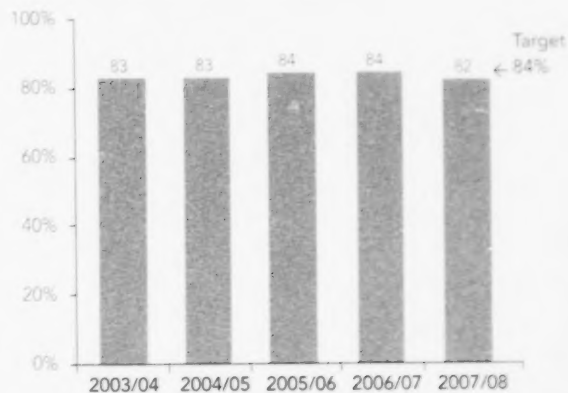
Target

- The target of 84% was met (the result is within 5% of the target).

Discussion

- Overall results have been high and stable over time.
- In 2007/2008, 82% of students, parents, teachers, school board members and the public were satisfied that students are receiving a solid grounding in core subjects.
- Public satisfaction declined in 2007/2008 from previous years.
- Parent, student, teacher and school board member satisfaction is consistently higher than public satisfaction. This may be because they rely on more direct sources of information about Alberta schools than does the public. As noted on the previous page, provincial surveys in recent years found that parents were almost twice as likely as members of the public to get information about education from the school newsletter, while the public was twice as likely as parents to get such information from newspapers or television.

Overall Satisfaction of Students, Parents, Teachers, School Board Members and the Public that Students are Receiving a Solid Grounding in Language Arts, Mathematics, Science and Social Studies



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
High School Students	89	91	90	92	89
Parents (ECS – 12)	83	83	84	84	82
Teachers	83	82	83	85	83
School Board Members	84	85	86	84	83
Public	75	74	75	75	71
Overall	83	83	84	84	82

Source: Alberta Education: CCI Research Inc.: 2004 – 2007; R.A. Malatest & Associates Ltd.: 2008.

Notes

- In 2003/2004, school board members included elected trustees and superintendents, while in subsequent years only trustees were included.
- For students, percentages reported are averages of agreement levels that "you are getting better at ... reading, writing, mathematics, science, social studies."
- For parents, teachers, school board members and the public, percentages reported are aggregates of satisfaction levels that "the curriculum focuses on what students/your child needs to learn in ... reading, writing, mathematics, science, social studies."
- Overall satisfaction is the average of satisfaction/agreement levels for each respondent group. See Endnote B, page 81, for information on averaging results within and across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.
- See Endnote B, page 80, for information on assessing results relative to targets.

Notes (continued from page 34)

- For 2007/2008, satisfaction that "students are learning what they need to know" was replaced with satisfaction that "the highest priority of the education system is the student."
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote B, page 81, for information on averaging results within and across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.
- See Endnote B, page 80, for information on assessing results relative to targets.

Performance Measures (continued)

Broad Program of Studies

Rationale

- Access to complementary subjects such as fine arts, physical education, second languages and Career and Technology Studies is an indicator that students have the opportunity to receive a broad education.

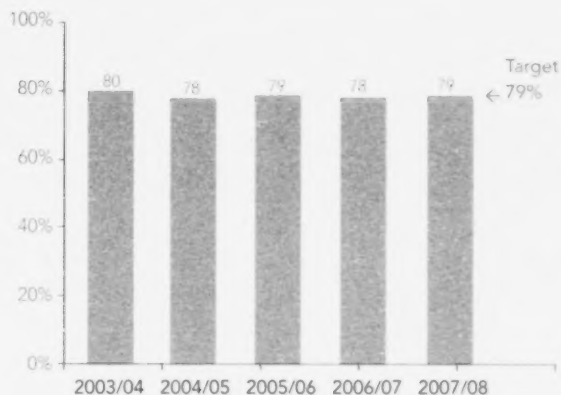
Target

- The target of 79% was met.

Discussion

- Results have been relatively high and stable over time.
- Overall in 2007/2008, 79% of students, parents, teachers and school board members were satisfied with students' opportunities to receive a broad program of studies.
- Satisfaction of high school students and teachers continues to be slightly higher than that of parents and school board members.

Overall Satisfaction of Students, Parents, Teachers and School Board Members with the Opportunity of Students to Receive a Broad Program of Studies



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
High School Students	81	83	81	83	83
Parents (ECS – 12)	78	76	77	77	77
Teachers	80	78	79	78	81
School Board Members	—	74	77	75	75
Overall	80	78	79	78	79

Source: Alberta Education: CCI Research Inc.: 2004 – 2007, R.A. Malatest & Associates Ltd.: 2008.

Notes

- School board members were not asked this question in the 2003/2004 surveys.
- Percentages reported are averages of satisfaction levels that "you/your child/your students/students in your jurisdiction have opportunities to learn about: ... music, drama, art, computers, health, another language" and with "opportunities to participate in physical education."
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote B, page 81, for information on averaging results within and across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.



Employer Satisfaction

Rationale

- Employer satisfaction is an indicator that the K – 12 education system helps students develop employability skills to enable them to enter the workforce and contribute to Alberta's economy.

Target

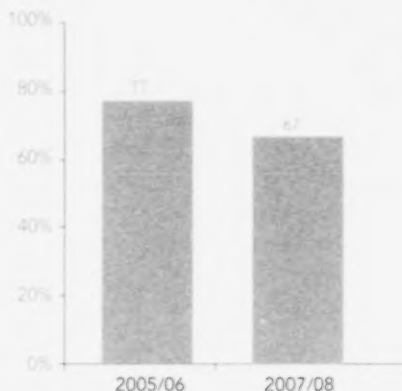
- No target was set for 2007/2008 (there was insufficient data).

Discussion

- Results of the 2007/2008 biennial employer satisfaction survey indicated 67% of employers were satisfied with the skills and quality of work of the recent Alberta high school graduates they hired. The level of satisfaction has decreased since 2005/2006.
- Young people who enter the labour force directly from high school are likely to be less mature, have less work experience and fewer job-specific skills than older workers and post-secondary graduates.
- The high demand for labour in Alberta's strong economy may be a factor in the lower satisfaction level in 2007/2008. In the most recent employer survey, 32% of respondents indicated they had hired recent high school graduates, while in previous surveys that percentage ranged from 23% to 25%. This increase suggests that more employers are hiring individuals with lower levels of skill or experience.
- To help prepare students to enter the workforce, basic employability skills, such as punctuality, working with others, critical thinking, analysis and communication are included in all courses and specific courses are provided, such as Career and Technology Studies and Knowledge and Employability, which focus on career preparation skills. Work experience courses and the Registered Apprenticeship Program also enable

many students to gain skills and experience in the workplace while in high school. As well, the Career and Life Management course is a high school graduation requirement.

Employer Satisfaction with the Skills and Quality of Work of their Employees who are Recent High School Graduates



Source: R.A. Malatest & Associates – 2006; CCI Research Inc. – 2008

Notes

- Results for both 2005/2006 and 2007/2008 are based on the question, "Thinking about the recent high school graduates from Alberta's learning system you have working for your company, please rate your OVERALL level of satisfaction with their skills and quality of work. Using a scale from one to four where one is 'very satisfied' and four is 'very dissatisfied,' what is your overall level of satisfaction with high school graduates?"
- See Endnote A, pages 78-79 for information on surveys conducted for Alberta Education.

Performance Measures *(continued)*

Safe and Caring Schools

Rationale

- A safe and caring learning environment is fundamental to facilitating student learning.

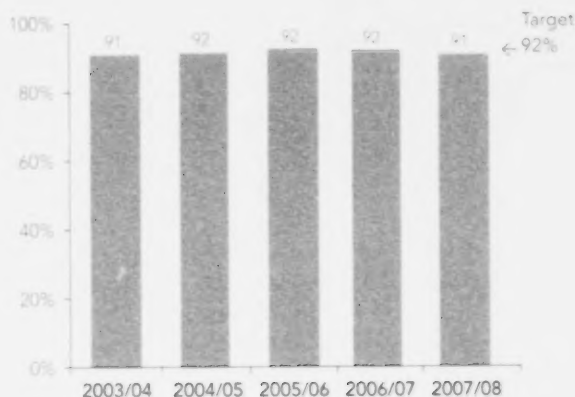
Target

- The target of 92% was met (the result is within 5% of the target).

Discussion

- Overall results have been very high and stable over time.
- In 2007/2008, 91% of students, parents, teachers and school board members agreed that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly at school.
- The overall agreement levels and the levels for each respondent group have been consistently high.
- While high, results for parents have been slightly lower than results for the other respondent groups each year.

Overall Agreement of Students, Parents, Teachers and School Board Members that Students are Safe at School, are Learning the Importance of Caring for Others, are Learning Respect for Others and are Treated Fairly



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
High School Students	92	94	93	93	92
Parents (ECS - 12)	87	87	88	87	87
Teachers	92	92	93	93	93
School Board Members	93	94	95	94	93
Overall	91	92	92	92	91

Source: Alberta Education; CCI Research Inc.: 2004 - 2007; R.A. Malatest & Associates Ltd.: 2008.

Notes

- For all respondent groups, percentages reported are averages of agreement levels that:
 - students feel safe at school
 - students feel safe on the way to and from school
 - students treat each other well at school
 - teachers care about their students
 - students are treated fairly by adults at school
- In 2003/2004, school board members included elected trustees and superintendents, while in subsequent years, only trustees were included.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote B, page 81, for information on averaging results within and across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.
- See Endnote B, page 80, for information on assessing results relative to targets.



Students at Risk

Rationale

- The dropout rate is an indicator of how well the needs of students at risk of not completing high school are being addressed by the K – 12 education system.

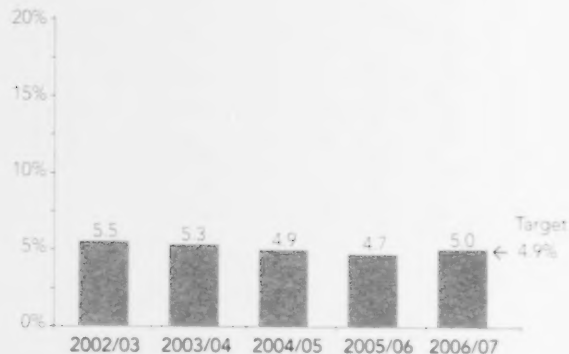
Target

- The target of 4.9% was met (the result is within 5% of the target).

Discussion

- In 2006/2007, 5% of students aged 14-18 dropped out of school. Although there was an increase over the previous year, results over time have declined.
- Dropping out of school may be a temporary interruption of a student's education. Of the students who dropped out in 2005/2006, more than 21.3% resumed their education in 2006/2007. The returning rate has been relatively constant over time.
- Some students who do not complete high school in the basic education system are likely to do so as young adults in the advanced education system.

Annual Dropout Rates of Students Aged 14-18



Source: Alberta Education

Notes

- The most recent results are for 2006/2007 as the data for this measure lag a year.
- Students aged 14-18 who, in the following year, are not enrolled in school (a K – 12 school, an Alberta post-secondary institution or apprenticeship program) and have not completed high school are included in the annual dropout rate. For example, students aged 14-18 in 2005/2006 were tracked for one year. Those who were not enrolled and had not completed are included in the 2006/2007 dropout rate.
- An adjustment for attrition, e.g., moving out of province, has been applied in calculating the dropout rate using estimates from Statistics Canada.
- See Endnote B, page 80, for information on assessing results relative to targets.
- See Endnote C, Annual Dropout Rate of Students Aged 14-18, page 82.

Performance Measures (continued)

High School Completion

Rationale

- High school completion is important for entry to the labour force and post-secondary programs. The five-year rate recognizes that it may take more time for some students to finish high school.
- High school completion includes students who enter an Alberta post-secondary institution or an apprenticeship program within five years of entering Grade 10, as well as those who earn a high school diploma. This acknowledges that students have completed the high school courses they need to continue their education in a post-secondary program.

Target

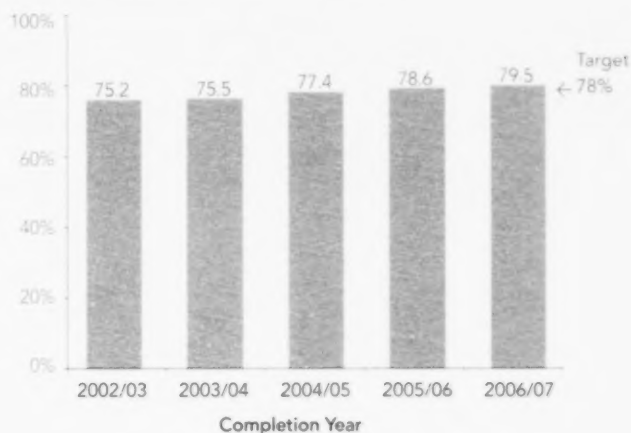
- The target of 78% was met. (The target was set when the latest available result was 77.4%).

Discussion

- In 2006/2007, 79.5% of students completed high school within five years of entering Grade 10. The five-year rate continues to increase each year, up from about 75% in 2002/2003.
- The three-year rate also has increased over time, from about 65% in 2000/2001 to 71% in 2006/2007.
- These increases reflect greater awareness of the importance of high school completion for students' future success.
- Improving the high school completion rate continues to be a priority for the Alberta government. Efforts are underway within the Ministry and in schools throughout the province to enable more students to complete high school.
- Increases in high school completion rates indicate that Alberta's strong economy is not deterring most students from completing school.
- Recent survey results indicate that many high school students are attracted into the workforce, but not at the expense of their education. The percentage of Alberta high school students who report being employed has increased from 46% in 2002/2003 to 57% in 2006/2007. Over this same period, the percentage of employed students who report they work more than 20 hours a week declined from 25% to 16%.

- In addition, some students who do not complete high school in the K-12 education system do so as young adults in the adult learning system. In 2007, 91% of Albertans aged 25-34 reported that they had completed high school. This result is similar to the Canadian average.

High School Completion Rate of Students within Five Years of Entering Grade 10



Percentages of Students who Completed High School within Three and Five Years of Entering Grade 10

Grade 10 Year	3 Year Rate / Year	5 Year Rate / Year
1998/99	65.1 2000/01	75.2 2002/03
1999/00	65.6 2001/02	75.5 2003/04
2000/01	67.8 2002/03	77.4 2004/05
2001/02	69.3 2003/04	78.6 2005/06
2002/03	70.4 2004/05	79.5 2006/07
2003/04	70.4 2005/06	—
2004/05	71.0 2006/07	—

Source: Alberta Education

Notes

- The most recent results are for 2006/2007 as the data for this measure lag a year.
- Included in the calculation of high school completion rates is an adjustment for attrition, e.g., moving out of province, using Statistics Canada estimates.
- Approximately 2.3% of students are still in school after the fifth year and may complete in a subsequent year.
- The three-year rate is the high school completion accountability measure used to evaluate school jurisdictions.
- Of the students who complete high school in five years, most (over 88% in 2006/2007) complete in three years. This makes the three-year rate a reliable predictor of the five-year rate in subsequent years. Projections indicate the five-year rate is likely to continue to increase slightly over the next few years.
- See Endnote C, High School Completion Rates, page 82.

GOAL 2: Excellence in Student Learning Outcomes

What it means

The Ministry strives to achieve excellence in learning outcomes by supporting students in their quest for success. This support is provided through flexible programming options designed to address the diversity of student needs, as well as through effective implementation of provincial and school-based student assessment. Excellence in learning outcomes means that all students are well prepared for lifelong learning, work and citizenship and have the skills and knowledge to be successful. In 2007/2008 Alberta Education continued to pursue strategies to achieve the outcomes identified for Goal 2:

- Students demonstrate high standards
- Students are well prepared for lifelong learning
- Students are well prepared for employment
- Students model the characteristics of active citizenship.

The key accomplishments for each outcome in Goal 2 are provided below and reflect the implementation of strategies in the 2007 – 2010 business plan.

Outcomes

Students demonstrate high standards

Key Accomplishments

National and International Test Results

Alberta participates in national and international student assessments in order to know how well Alberta students perform compared to other provinces and countries. National and international test results continue to indicate that Alberta students perform very well relative to students elsewhere:

- on the 2007 Pan-Canadian Assessment Program tests, Alberta 13-year-olds achieved the highest marks in the country in science, ranked third in reading and second in mathematics (tied with Ontario)
- on the 2006 Program for International Student Assessment, Alberta 15-year-old students scored second highest in the world in science, behind Finland, tied for third in reading and tied for fifth in mathematics
- on the 2006 Progress in International Reading Literacy Study, Alberta Grade 4 students scored third highest in the world with very little difference in performance among the top five participants (Russia, Hong Kong, Alberta, Singapore and British Columbia).

Outcomes

Students demonstrate high standards (continued)

Key Accomplishments (continued)

Enhancing Provincial Assessments

Alberta has a well-respected provincial testing program, which tests Grade 3 students in language arts and mathematics and students in Grades 6, 9 and 12 in the four core subjects of language arts, mathematics, science and social studies. The tests are based on the curriculum and results are comparable from year to year.

To improve upon the testing program in 2007/2008, work included:

- developing achievement tests to pilot the new Grade 9 Knowledge and Employability (K&E) courses in language arts, mathematics, science and social studies
- providing online access to all Grade 9 achievement tests for the first time, including the pilot K&E tests and French versions of the tests.

All students in a Grade 9 K&E course are eligible to participate in the pilot K&E test instead of the regular achievement test in that subject. K&E tests were piloted in 2007/2008. Full implementation, including reporting of test results, will take place in 2008/2009 for K&E tests in language arts, mathematics and science and in 2009/2010 for social studies to coincide with implementation and reporting of the new Grade 9 social studies test based on the new social studies program.

Learner Assessment Online provides the opportunity for all Grade 9 students to write achievement tests online, starting in June 2008. Schools determine whether students use the online or paper version of the tests based on such factors as a student's comfort level with working online and availability of computers. For online tests, results are returned to schools within 24 hours. Practice tests were available 12 weeks prior to test administration and more than 5,200 practice tests were downloaded.

Improving Teacher Assessment and Reporting of Student Achievement

A child's teacher is in the best position to assess and inform parents of the child's learning and achievement. In 2007/2008, work supported teacher assessment and reporting by continuing to implement the Grade Level of Achievement (GLA) pilot [*Strategy 2.4*]:

- 60% of schools from 97% of school jurisdictions reported to Alberta Education on the language arts and mathematics achievement of students in Grades 1 – 9 in June 2007, exceeding the expected reporting from one third of the schools
- consultations with stakeholders resulted in a change in reporting starting in 2008 from specific grade levels to at, above and below grade level
- a comprehensive report analyzing 2006/2007 pilot data to improve school jurisdictions' understanding of their GLA results was published on the Ministry's website.



Student Wellness

Alberta understands the reciprocal relationship that exists between healthy children and success at learning. More than half of Canadian children and youth are not active enough every day to meet Health Canada guidelines for healthy growth and development. To address this, the department continues to require all students in Grades 1 – 10 to take physical education courses and, since 2005/2006, all students in Grades 1 – 9 are also required to participate in 30 minutes of physical activity each day.

To support Daily Physical Activity (DPA) in 2007/2008, an evaluation of the implementation of DPA was conducted which provided recommendations for enhancements [Strategy 1.3]. Survey results indicate that DPA:

- has had a positive impact on student learning and the school environment
- has increased student wellness
- is considered a positive initiative and a priority in schools.

Also in 2007/2008, work included partnering with the Ministry of Health and Wellness to develop the Healthy Alberta School Communities strategy for health-promotion among school-aged children. Focus groups were held in January and February with teachers and administrators to discuss wellness programs and models in the school setting [Strategy 1.3].

Ongoing funding is provided to the school jurisdiction member of each Student Health Initiative Partnership to support the following student health services for K – 12 students as needed:

- rehabilitation (speech-language therapy, physical therapy, occupational therapy, audiology and respiratory therapy)
- nursing care for specialized or complex health needs
- emotional/behavioural supports, including behavioural interventions, therapy and counseling.

Enhancing Aboriginal Student Success

Improving the educational success of First Nations, Métis and Inuit (FNMI) students is one of the Ministry's strategic priorities. Alberta Education continued to work with the First Nations, Métis and Inuit Advisory Committee and other education stakeholders to implement the First Nations, Métis and Inuit Education Policy Framework. The Advisory Committee identified improving Aboriginal parental and community engagement as a key priority. The meaningful involvement of FNMI parents in the education of their children is a crucial element of increased FNMI student success. School authorities have asked for assistance in involving FNMI parents in meaningful ways. In 2007/2008, work in this area included [Strategy 2.2]:

Outcomes

Students demonstrate high standards (continued)

Key Accomplishments (continued)

- initiating the Aboriginal Parent and Community Engagement Project, a three-year pilot that will help school communities identify, implement and evaluate local initiatives aimed at strengthening relationships among FNMI parents, students, communities and school staff
- providing research and examples of approaches to increase the involvement of FNMI parents and community in schools in three reports on promising practices in FNMI education in Alberta
- including specific ideas for increasing FNMI parent and community involvement in 43 *Promising Practices in FNMI Education* workshops provided to school authorities and educational groups
- focusing on increasing FNMI parent and community involvement in Alberta's schools at the *Learning Together for Success Conference* in March 2008.

Helping Students with Special Needs

The success of all students is important to the Ministry and society. A variety of supports and resources are provided to school authorities to assist them in meeting the needs of students with disabilities.

Through a secure online digital textbook repository, course materials are available to students with disabilities, including digital versions of Grades 4 – 12 basic textbooks for English language arts, mathematics, science and social studies. The pdf files can be downloaded and used with text-to-speech software such as Read and Write Gold.

Dynamic Duo: Microsoft Word and Read and Write Gold is a new video training series that Alberta Education makes available to help teachers understand how best to use this software to assist students with disabilities as well as those who struggle with the reading and writing process. This video training allows teachers to learn at their own pace, as well as go back and revisit the online training as needed to use these tools effectively.

Support for students with visual impairments was enhanced by approving an additional \$3.1 million per year over the next three years. These funds will be used to build the capacity to enhance services by establishing a provincial coordinator and to expand supports for students with vision loss, including improving student access to:

- vision specialists
- specialized equipment loan service
- Braille format learning resources.



Outcomes

Also in 2007/2008, Alberta Education developed the certificate of achievement for students with special needs who are not able to meet high school graduation requirements. Certificates were awarded for the first time in June 2008.

Innovative Projects to Improve Student Learning

Program results help drive good decision-making. The Alberta Initiative for School Improvement (AISI) is designed to support the improvement of student learning by encouraging teachers, parents and the community to work collaboratively to introduce innovative and creative approaches to teaching and learning and to assess the results.

An annual conference was held to give school authorities an opportunity to share effective and innovative practices from AISI projects. Alberta's school authorities report they are using these results to learn how to improve student learning. In addition, the department [*Strategy 2.3*]:

- completed a plan that will guide knowledge dissemination and integration of learnings from AISI projects into policy and program decisions
- enhanced the process of incorporating learnings into workshops and professional development activities
- developed and implemented, with the Education Partners Steering Committee, a Communications Toolkit to aid in communicating the learnings from AISI projects and results
- developed a research agenda for AISI projects that identifies four priorities — student learning, instructional strategies, capacity building and infrastructure (partnerships, innovation, research, information, technology and support) and documents the evidence base for the priorities.

Students are well prepared for lifelong learning

Early Identification

Many regions in Alberta face significant challenges in providing access to screening and services for young children who may have developmental delays or disabilities. In response to gaps in available services and the need to coordinate health, education and other services, work included [*Strategy 2.1*]:

- collaborating with the Ministries of Health and Wellness and Children's Services to identify and fund four major Preschool Developmental Screening and Follow-up Services projects that provide opportunities for screening and identification of children 18 to 36 months of age who would benefit from additional supports to optimize their development

Outcomes

Students are well prepared for lifelong learning (continued)

Key Accomplishments (continued)

- funding pilot screening sites to assist school jurisdictions in identifying three-year-olds who would qualify for additional supports
- working with cross-ministry partners and school jurisdictions to provide follow-up services and programming for the preschool children identified through screening as needing supports
- working with school jurisdictions to encourage them to address the needs of children identified with developmental delays/disabilities.

Early Supports for Language Development

Alberta's increased demand for workers has resulted in many new immigrant families moving to Alberta to seek stable employment and an improved quality of life. Many of these families have had little exposure to English, are challenged to understand Alberta's culture and may have feelings of isolation. In addition, there are Canadian-born children whose first language is neither English nor French. Alberta Education recognizes that language acquisition and development are cornerstones to learning and early supports for young children promote success in school and in life. Support in 2007/2008 focused on [Strategy 2.5]:

- providing funding for children who would benefit from language enhancement support (English as a Second Language or Francisation) two years prior to their entry into Grade 1
- recognizing the key role families play in supporting language by working with cross-ministry partners to develop resources for parents, caregivers and school authorities to support language development, including:
 - *Talk Boxes*, which provide information about what to expect in speech and language development, when to get help, where to get help and the importance of maintaining families' first language and are available in Parent Link Centres, child care facilities, school jurisdictions and online to help families and other caregivers support children's language development
 - *Creating Language Rich Environments: A Facilitators Guide*, which contains workshop activities to support parents of preschool children
 - hosting a public showcase of Innovative Speech Practices to share information on language-rich activities that can be used by educators and speech pathologists who work with young children
- developing and implementing a K – 12 English as a Second Language (ESL) Comprehensive Strategy (for English and Francophone schools), which includes completion of Phase 1 of the ESL Proficiency Standards for Early Childhood Services (ECS) to Grade 12 and forms the foundation for developing:

Outcomes

- an ESL Assessment Handbook
- an ESL Administrators Handbook
- the Curriculum Express for Parents, K – 3.

Preparing Students for Post-Secondary

To facilitate the transition of high school students to post-secondary programs, work included:

- developing career pathways to provide high school students with Computer Repair ("A+") and Networking ("Network+") credentials that align with post-secondary diplomas and degrees
- initiating a number of pilots in the Career Pathways model for CTS, which provides students with an opportunity to gain credits toward post-secondary studies while in high school
- consulting with the Alberta Council on Admissions and Transfers and computer science faculties on aligning Career and Technology courses with post-secondary programs
- consulting with post-secondary institutions to align high school mathematics with post-secondary requirements.

The 2007/2008 high school student survey asked students about their post-secondary plans; 94% indicated they planned to pursue a university or college education.

Students are well prepared for employment

Preparing Students for Employment

To facilitate the transition of high school students to employment, work included:

- approving programs of study for Knowledge and Employability (K&E) courses, which are designed to provide entry-level employment skills for students who learn best through experiences that integrate essential and employability skills in occupational contexts
- identifying pathways leading to industry-level certification that include agreements with industry that will allow students to write certification tests upon completion of specific courses
- coordinating and hosting the second provincial K&E Courses Symposium, in collaboration with the Alberta Regional Professional Development Consortia and others, which focused on improving and supporting career exploration options for students
- completing online consultation on Connecting Learning and Work, Alberta's Career Development Strategy in collaboration with the Ministries of Advanced Education and Technology and Employment and Immigration. The Connecting Learning and Work Strategy provides a vision for a coordinated, integrated, intentional learning and career development system for Albertans

Outcomes

Students are well prepared for employment (continued)

Key Accomplishments (continued)

- supporting the planning for the provincial and national skills competitions held in 2008 and the international competition to be held in Calgary in 2009 (World Skills 2009); these events:
 - enable youth to demonstrate trade and technology skills
 - provide an opportunity to promote careers in trade and technology occupations
 - encourage junior and senior high school students to explore careers highlighted in the competition.

The percentage of high school students with credit in Work Experience or the Registered Apprenticeship Program has increased from 10.6% in the 2002/2003 school year to almost 13% in the 2006/2007 school year.

The 2007/2008 Employer Satisfaction Survey asked Alberta employers about their satisfaction with various skills and abilities of Alberta high school graduates they had hired:

- 77% were satisfied with their ability to work with others
- 73% were satisfied with their ability to learn continuously.

The 2007/2008 high school student survey asked students about their future plans:

- 60% said they considered the trades as a career option
- 43% said they had not yet made a career choice.

Students model the characteristics of active citizenship

Preparing Students for Citizenship

The new Social Studies Program of Studies places greater emphasis on developing students' citizenship knowledge and skills. Implementation of the new program continued in Grades K – 4 and 7 and was expanded to include Grades 5 and 8 in 2007/2008. Work to support implementation included:

- authorizing student and teacher resources in English and French
- conducting a summer institute for over 200 teachers (Grades 6, 9 and 11)
- working with the Speaker's Office to develop and post *Virtual Visit: Step inside the Alberta Legislature*, an engaging, three-dimensional online experience featuring characters, interactive educational activities and guided online tours to improve students' understanding of the democratic process and bring students closer to the legislature.

Performance Highlights

Education system results for 2007/2008 for Goal 2, highlighted below and discussed on the pages that follow, reflect the cumulative impact of investment of resources and effort over time on the part of government, school boards, parents, teachers and students.

Results over time
 ↑ Improved performance
 — No significant change in performance
 ↓ Performance decline

Target Achievement
 ✓ Target Met
 ✓ Target Exceeded
 × Target not met
 n/a No target set for 2007/08 (insufficient data or new measure for 2007-2010)

Goal 2: Excellence in student learning outcomes

Outcomes	Performance Measures (in percentages)	Results Over Time		Targets 2007/08
		Baseline	Current	
Students demonstrate high standards	Overall percentage of students who achieved the acceptable standard and the percentage who achieved the standard of excellence on Grades 3, 6 and 9 provincial achievement tests	76.4 18.7	75.2 ↓ 18.9 ~	78.4 × 20.5 ×
	Overall percentage of students who achieved the acceptable standard and the percentage who achieved the standard of excellence on diploma examinations	85.8 22.2	85.0 ↓ 22.3 ~	n/a n/a
	Diploma examination participation rate (four or more exams based on tracking Grade 10 students for three years)	51.4	53.6 ↑	54 ✓
	Percentage of Grade 12 students eligible for a Rutherford Scholarship	32.5	38.2 ↑	36 ✓
	Percentage of Grade 1 students who attended Early Childhood Services (ECS) in a prior year	95.5	97.6 ↑	95 ⁺ ✓
	High school to post-secondary transition rate of students within 6 years of entering Grade 10	51.5	60.3 ↑	58 ✓
Students are well prepared for lifelong learning	Overall parent, teacher and public satisfaction that students are taught attitudes and behaviours that will make them successful at work when they finish school	69	65 ~	70 ×
Students are well prepared for employment	Overall parent, teacher and student satisfaction that students model the characteristics of active citizenship	82	85 ~	83 ✓

The confidence interval is considered in assessing change over time on survey measures. Targets are considered met if the result is within 5% of the target value. See Endnotes A and B for detailed information on assessing change over time and target achievement. Base year is five years ago or earliest subsequent year results are available.

Performance Measures

Achievement Test Results Overall

Rationale

- Overall student achievement of standards on provincial achievement tests is a sound indicator of whether elementary and junior high students are achieving high standards, an important outcome for Alberta's K – 12 education system.

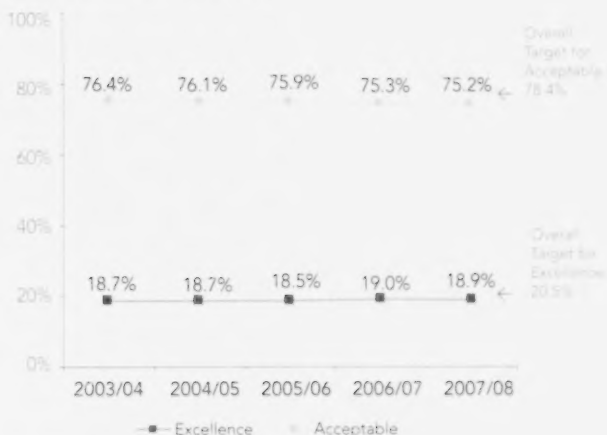
Targets

- The targets at both the acceptable and the excellence levels for overall student achievement on all provincial achievement tests were not met.

Discussion

- Overall results on provincial achievement tests have remained stable at the standard of excellence since 2003/2004 but have declined at the acceptable level.
- Overall results in 2007/2008 were similar to the prior year's results.
- The overall percentage of students participating in the tests in 2007/2008 was similar to last year, but the overall participation rate has declined over time.
- Since results are calculated on the basis of total enrolment, the decline in the overall participation rate is a contributing factor to the decline in overall results.
- Continued implementation of the provincial accountability program, which requires school jurisdictions to address low and declining results, has potential to improve results in future years.

Overall Results — Percentages of Students in Grades 3, 6 and 9 who Achieved Standards on Provincial Achievement Tests



Source: Alberta Education.

Notes

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average based on total enrolment in Grades 3, 6 and 9.
- Overall targets are the average of the targets for each subject and grade.
- See Endnote C, Provincial Achievement Tests, page 83.

Participation Rates for Provincial Achievement Tests (in percentages)

	2003/04	2004/05	2005/06	2006/07	2007/08
Grade 3					
English Language Arts	90.6	90.2	90.6	90.1	89.8
Mathematics	91.7	90.8	90.8	90.5	90.5
Grade 6					
English Language Arts	90.9	89.9	90.1	89.6	89.5
French Language Arts	95.8	96.1	96.1	97.5	95.6
Français	97.3	97.6	98.0	97.6	98.5
Mathematics	91.1	90.9	90.6	90.0	90.0
Science	91.2	90.6	90.0	89.1	89.0
Social Studies	91.0	90.0	90.5	89.6	89.2
Grade 9					
English Language Arts	87.3	87.4	87.7	87.9	87.7
French Language Arts	95.0	97.1	95.9	93.7	96.8
Français	97.1	97.4	98.0	96.9	97.8
Mathematics	87.7	87.6	87.3	88.0	88.0
Science	88.6	88.2	88.1	88.8	89.0
Social Studies	88.6	87.8	88.5	88.4	88.9
Overall (all subjects and grades)	89.9	89.4	89.5	89.3	89.2

Source: Alberta Education



Performance Measures (continued)

Achievement Test Results for all Students in Grades 3, 6 and 9

Rationale

- Student results on provincial achievement tests in each grade and subject provide detailed information on whether elementary and junior high students are achieving high standards, an important outcome for Alberta's K – 12 education system.

Targets

- The targets for Grade 6 English Language Arts and Social Studies were exceeded at the standard of excellence.
- The targets for Grades 6 and 9 French Language Arts were achieved both at the acceptable and excellence levels.
- The targets for Grade 9 Science were met at the standard of excellence and exceeded at the acceptable standard.
- The targets for all other courses were not met.

Discussion

- Results have improved over time at the acceptable level for English Language Arts 6, Français 6, French Language Arts 9 and Science 9.
- At the excellence level, results have improved over time for English and French language arts at all grade levels, Social Studies 6 and Science 9.
- Results at the acceptable level have declined over time for English Language Arts 3 and 9, mathematics at all grade levels, Science 6, Français 9 and Social Studies 6 and 9.
- To support student learning and achievement in core subjects, the Ministry provides programs of study and implementation guides for teachers and develops or authorizes learning resources for students in all grades and subjects.
- As adult literacy studies are not conducted regularly, Grade 9 results in language arts and mathematics are reported annually by the provincial government as indicators of literacy and numeracy. Students who achieve the acceptable standard in these subjects have developed the foundation skills needed to become literate and numerate adults. For more information on literacy and numeracy, see *Measuring Up*, part of the Government of Alberta's 2007/2008 annual report, at <http://www.finance.alberta.ca/publications/measuring/minann.html>



Notes to table on page 53

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- See Endnote B, page 80, for information on assessing results relative to targets.
- See Endnote C, Provincial Achievement Tests, page 53.

Percentages of Students in Grades 3, 6 and 9 who Achieved the Standards on Provincial Achievement Tests

	2003/04	2004/05	2005/06	2006/07	2007/08	Targets
Grade 3						
English Language Arts						
excellence	15.1	16.2	14.1	17.7	16.1	18
acceptable	81.7	82.2	81.3	80.3	80.1	84
Mathematics						
excellence	27.4	26.1	26.9	23.5	23.9	30
acceptable	81.8	80.3	82.0	79.9	78.7	83
Grade 6						
English Language Arts						
excellence	15.5	15.5	15.9	19.8	21.0	18
acceptable	79.1	77.3	79.0	80.3	81.1	82
French Language Arts						
excellence	12.8	8.8	11.2	11.0	14.2	12
acceptable	88.5	85.1	87.5	87.4	87.7	88
Français						
excellence	18.1	22.8	19.7	18.0	17.1	20
acceptable	92.8	92.0	94.5	93.0	94.3	95
Mathematics						
excellence	21.2	18.1	15.6	14.5	15.9	21
acceptable	78.5	78.2	75.2	74.0	74.6	80
Science						
excellence	26.2	26.0	27.7	26.6	24.1	27
acceptable	80.6	79.8	78.1	75.2	74.8	82
Social Studies						
excellence	19.7	21.5	22.9	22.3	23.8	22
acceptable	78.6	78.4	78.6	77.4	77.9	80
Grade 9						
English Language Arts						
excellence	12.4	14.0	13.6	14.8	14.8	16
acceptable	77.6	77.9	77.4	77.5	76.5	80
French Language Arts						
excellence	11.7	13.6	10.9	12.9	12.4	12
acceptable	83.4	85.9	83.3	81.3	84.5	84
Français						
excellence	15.4	17.4	14.7	12.6	11.7	15
acceptable	85.6	87.2	86.1	81.6	84.8	87
Mathematics						
excellence	18.9	19.7	17.4	18.3	18.5	21
acceptable	66.1	68.0	67.4	66.3	65.7	70
Science						
excellence	12.1	12.8	13.3	14.7	13.0	13
acceptable	66.6	67.5	67.4	69.6	69.3	68
Social Studies						
excellence	20.0	18.3	18.9	18.7	18.9	21
acceptable	73.1	71.3	72.5	71.4	71.7	75
Overall (all subjects and grades)						
excellence	18.7	18.7	18.5	19.0	18.9	20.5
acceptable	76.4	76.1	75.9	75.3	75.2	78.4

Source: Alberta Education.

Performance Measures (continued)

Diploma Examination Results

Rationale

- Student results on diploma examinations are a solid indicator of whether high school students are achieving high standards, an important outcome for Alberta's K – 12 education system.

Targets

- The targets were met at the acceptable and excellence levels for Social Studies 33, Chemistry 30 and Physics 30.
- The target for Pure Mathematics 30 was met at the standard of excellence but not at the acceptable standard.
- The targets for Social Studies 30 were not achieved at the acceptable and excellence levels.
- No targets were set for the other diploma examinations in 2007/2008, as results directly comparable from year to year were not available at the time targets were set.

Discussion

- As a consequence of phasing in test equating, results are directly comparable over time for Social Studies 30 and 33 starting in 2003/2004, for Chemistry 30, Physics 30 and Pure Mathematics 30 starting in 2004/2005 and for Applied Mathematics 30, Biology 30, English Language Arts 30-1 and 30-2 starting in 2005/2006.
- Results for Social Studies 30 since 2003/2004 and for English Language Arts 30-1 since 2005/2006 have declined both at the acceptable and excellence levels, while results for Social Studies 33 and English Language Arts 30-2 have improved over the same time period at both levels.
- Results for Chemistry 30 and Physics 30 have improved at the acceptable and excellence levels since 2004/2005.
- Results for Pure Mathematics 30, while remaining stable at the excellence level, have improved at the acceptable level since 2004/2005. In contrast, results for Applied Mathematics 30 have declined at both levels since 2005/2006.
- Results for other exams fluctuated from year to year and are not directly comparable over time.

Percentages of Students Writing Diploma Examinations who Achieved Standards

Course	2003/04	2004/05	2005/06	2006/07	2007/08	Targets
English Language Arts 30-1						
excellence	18.8	17.8	19.3	19.0	15.5	—
acceptable	92.0	89.1	88.0	87.7	87.1	—
English Language Arts 30-2						
excellence	7.1	10.1	8.1	9.7	8.8	—
acceptable	85.2	89.4	86.1	88.7	88.9	—
English 30						
excellence	9.6	—	—	—	—	—
acceptable	81.8	—	—	—	—	—
English 33						
excellence	9.8	—	—	—	—	—
acceptable	89.0	—	—	—	—	—
French Language Arts 30						
excellence	16.7	19.1	21.8	23.1	24.5	—
acceptable	95.4	95.1	95.0	95.6	94.9	—

Percentages of Students Writing Diploma Examinations who Achieved Standards (continued)

	2003/04	2004/05	2005/06	2006/07	2007/08	Targets
Français 30						
excellence	15.2	16.3	28.1	24.6	25.4	—
acceptable	99.0	95.0	94.8	97.2	98.5	—
Pure Mathematics 30						
excellence	32.0	25.7	26.5	24.6	25.8	26
acceptable	83.7	80.6	82.8	81.1	81.3	82
Applied Mathematics 30						
excellence	14.3	21.8	11.8	12.1	10.7	—
acceptable	85.5	87.6	77.5	77.6	76.3	—
Social Studies 30						
excellence	23.8	24.3	23.9	24.6	21.5	24
acceptable	85.9	85.2	85.5	86.1	84.7	86
Social Studies 33						
excellence	15.0	17.6	19.0	19.6	18.9	19
acceptable	82.9	85.0	83.5	84.8	85.3	85
Biology 30						
excellence	26.6	26.6	26.4	27.4	26.3	—
acceptable	81.9	81.9	81.4	83.5	82.3	—
Chemistry 30						
excellence	27.9	33.4	37.1	37.9	39.2	37
acceptable	85.7	88.2	88.4	89.3	89.2	88
Physics 30						
excellence	29.8	27.8	30.0	29.3	32.0	30
acceptable	86.6	84.2	84.4	86.1	85.7	84
Science 30						
excellence	16.5	22.1	17.3	18.0	21.6	—
acceptable	84.3	88.1	82.8	87.1	88.6	—
Overall (all exams combined)						
excellence	22.2	23.0	23.0	23.3	22.3	—
acceptable	85.8	85.7	84.7	85.4	85.0	—

Source: Alberta Education.

Notes

- The percentages of students who achieved the acceptable standard include the students who achieved the standard of excellence.
- Overall results are a weighted average of results for each exam and are not comparable from year to year.
- Starting in 2002/2003 for the social studies examinations and in 2003/2004 for the examinations in all mathematics and science courses, the written and multiple choice portions are administered in separate sittings.
- See Endnote B, page 80, for information on assessing results relative to targets.
- See Endnote C, Diploma Examinations, pages 83-84.

Performance Measures (continued)

Diploma Examination Participation

Rationale

- Participation in four or more diploma examinations reflects the intent of the Alberta Programs of Study and gives appropriate emphasis to the four core subjects of language arts, mathematics, sciences and social studies, which are the foundation of basic education.

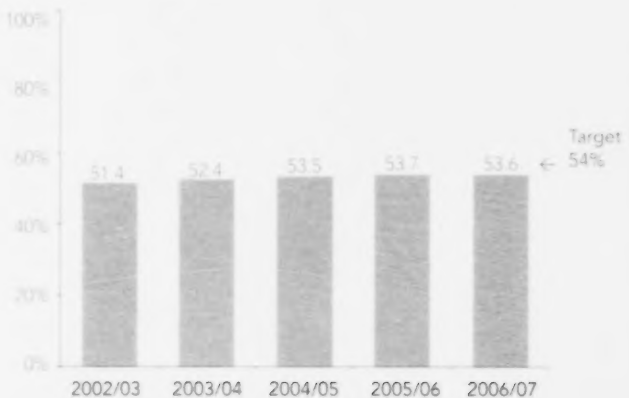
Target

- The target of 54% was met (the result is within 5% of the target).

Discussion

- Nearly 54% of students wrote four or more diploma examinations in 2006/2007.
- The diploma examination participation rate increased from 51.4% in 2002/2003 to 53.6% in 2004/2005 and has remained at about the same level for three years.
- The vast majority of students who have written four or more diploma examinations have taken courses in the four core subjects throughout high school. This positions them well to complete high school and enter post-secondary programs or the workplace.

Percentages of Students Writing Four or More Diploma Examinations within Three Years of Entering Grade 10



Source: Alberta Education

Notes

- The most current result available for this measure is for the 2006/2007 school year as data for this measure lag a year.
- See Endnote B, page 80, for information on assessing results relative to targets.
- See Endnote C, Diploma Examination Participation Rate, page 84.



Rutherford Scholarships

Rationale

- Students eligible for the Rutherford Scholarship have demonstrated academic excellence, which is an indicator that they are achieving high standards.

Target

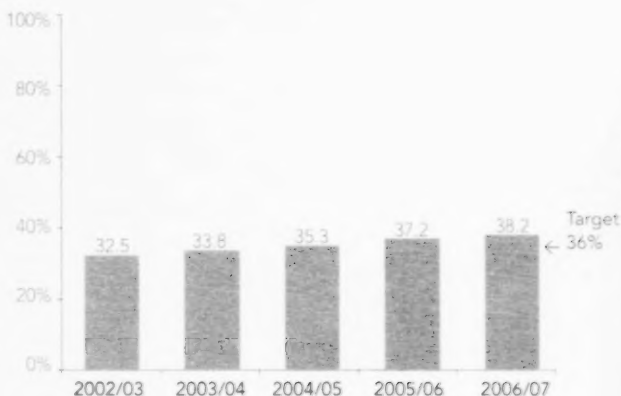
- The target of 36% was exceeded (the target was set when the latest available result was 35.3%).

Discussion

- Over 38% of Grade 12 students in 2006/2007 had marks in courses during high school that met the requirements for a Rutherford Scholarship.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship has increased steadily over time, up from 32.5% in 2002/2003.
- The percentage also has increased each year in all high school grades (10-12).
- Results indicate that a greater proportion of Alberta's high school students are achieving academic excellence.

[Note: Starting in 2008/2009 the Ministry of Advanced Education and Technology extended eligibility for Rutherford Scholarships to students with marks of 75% or higher in certain high school courses. This changes the basis for the Rutherford Scholarship measure for 2007/2008 and subsequent school years, which will not be comparable to the results presented on this page. Reporting on the expanded Rutherford Scholarship starts next year.]

Percentages of Grade 12 Students Eligible for a Rutherford Scholarship



Source: Alberta Education.

Notes

- The most current result available for this measure is for the 2006/2007 school year as data for this measure lag a year.
- Student marks of 80% or higher in certain high school courses qualify for a Rutherford Scholarship.
- Change in eligibility expanded starting April 1, 2006, allowing up to two five-credit options, such as art, music and Career and Technology Studies advanced courses, as designated subjects in Grade 12.
- The measure reports the percentages of Grade 12 students whose marks in certain courses in Grades 10, 11 and 12 met the criteria for a Rutherford Scholarship, not the percentages who received the scholarship.
- In order to receive a Rutherford Scholarship, students must enrol in a post-secondary program.
- For more information about the Rutherford Scholarship, see Endnote C, Rutherford Scholarship Eligibility, page 85.

Performance Measures (continued)

Preparation of Children for School

Rationale

- Early Childhood Services (ECS) programs are designed to ensure that children start school ready to learn. The ECS participation rate is an indicator that Alberta children are prepared for school.

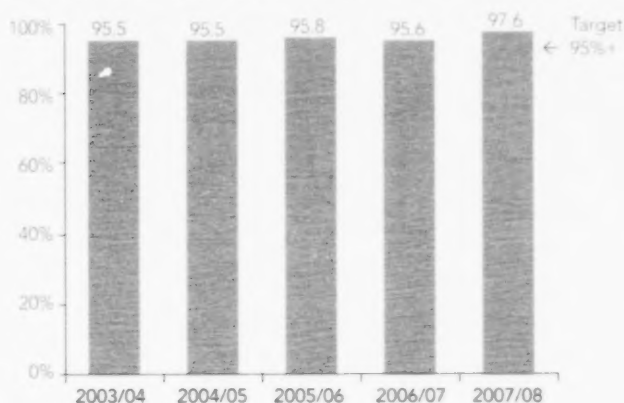
Target

- The target of 95%+ was met.

Discussion

- More than 97% of Alberta children participated in ECS programs before entering Grade 1 in 2007/2008, up from over 95% in recent years.
- The number of Grade 1 students who have attended ECS increased in a majority of school authorities in 2006/2007, including the public and Catholic school districts in Edmonton and Calgary, which are the largest in the province. This contributed to the overall provincial increase in 2007/2008 in the ECS participation rate.
- The vast majority of parents in Alberta choose to enrol their children in ECS programs to help prepare them for school, even though attending ECS programs is not mandatory.

Participation Rate of Grade 1 Students in Early Childhood Services (ECS) Programs in a Prior Year



Source: Alberta Education.

Notes

- ECS programs include Kindergarten for five-year-old children the year before they start Grade 1 as well as a variety of programs for children with special needs as young as two and a half.
- See Endnote C, page 82, Early Childhood Services Participation Rate.
- See Endnote B, page 80, for information on assessment of results over time.



Transition to Post-Secondary

Rationale

- Post-secondary education equips students with valuable skills and knowledge to increase their opportunities for success and full participation in society. Entering post-secondary and apprenticeship programs indicates that high school students are prepared for further education and training.

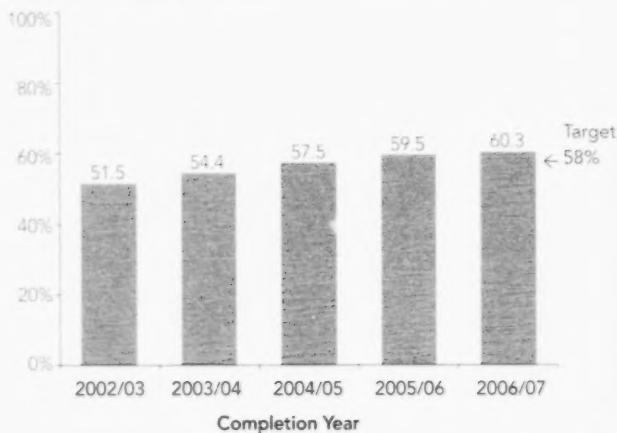
Target

- The target of 58% was met (target was set when the latest available result was 57.5%).

Discussion

- Over 60% of Alberta's high school students in 2006/2007 made the transition to post-secondary within six years of entering Grade 10.
- The high school to post-secondary transition rate has risen steadily each year from 51.5% in 2002/2003.
- Similarly, the proportion of Alberta's high school students who enrolled in a post-secondary program within four years of entering Grade 10 has increased steadily over time from nearly 33% in 2000/2001 to almost 41% in 2006/2007.
- The increases reflect expanded capacity at post-secondary institutions as well as understanding on the part of more Alberta youth that post-secondary education is important for their future success.
- The results over time show that a substantial proportion of Alberta's young people delay their entry to post-secondary programs after high school.

High School to Post-Secondary Transition Rate within Six Years of Entering Grade 10



Percentages of Students who Enrol in Post-Secondary Programs within Four and Six Years of Entering Grade 10

Grade 10 Year	4 Year Rate / Year	6 Year Rate / Year
1997/98	32.6% 2000/01	51.5% 2002/03
1998/99	32.0% 2001/02	54.4% 2003/04
1999/00	32.8% 2002/03	57.5% 2004/05
2000/01	34.0% 2003/04	59.5% 2005/06
2001/02	37.0% 2004/05	60.3% 2006/07
2002/03	39.5% 2005/06	—
2003/04	40.7% 2006/07	—

Source: Alberta Education.

Notes

- The most recent results are for 2006/2007 as the data for this measure lag a year.
- Student enrolment in a post-secondary program includes attending a publicly funded post-secondary institution in Alberta or registering in an Alberta apprenticeship program.
- Starting in 2003/2004, information on post-secondary enrolment came from a different data source, which may account for the difference between results in prior years with results in 2003/2004 and subsequent years.
- The post-secondary transition rates include adjustments for attrition using estimates from Statistics Canada and for students who attend post-secondary outside the province using estimates from the Ministry of Advanced Education and Technology.
- The four-year rate was used to evaluate school jurisdiction performance in previous years. Starting in 2008, the evaluation of school jurisdictions on post-secondary transition is based on the six-year rate. See Overall Performance of School Jurisdictions, pages 85-88.
- See Endnote C, High School to Post-Secondary Transition Rates, page 85.

Performance Measures (continued)

Preparation for Employment

Rationale

- Parents and teachers, together with the public, provide a broad perspective on the extent that students are prepared to enter the work place, an important outcome of the K – 12 system.

Target

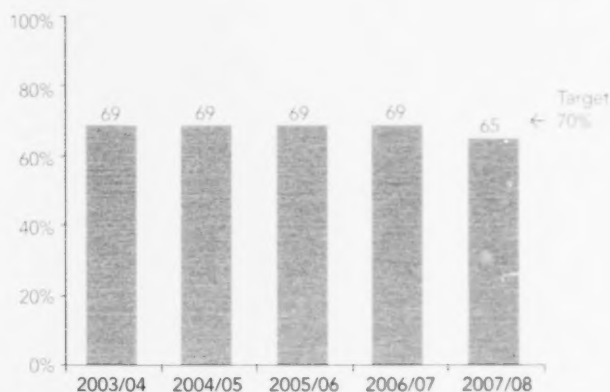
- The target of 70% was not met.

Discussion

- Overall results have been consistent over time.
- In 2007/2008, 65% of parents, teachers and the public were satisfied that students are taught attitudes and behaviours that will make them successful at work when they finish high school.
- Although satisfaction among teachers declined in 2007/2008, dissatisfaction also declined, while Don't Know/Not Applicable/No Response increased.
- For parents, the decline in satisfaction in 2007/2008 reflects increases in both dissatisfaction and in Don't Know/Not Applicable/No Response.
- Of the parents who were dissatisfied, the most frequently cited reasons were that students lacked a work ethic, lacked respect or had a poor attitude about work.
- Satisfaction levels have varied substantially among respondent groups each year. Teacher and parent results were much higher than results for the public.
- To support the preparation of students for work, the Ministry has incorporated employability skills into the curriculum, is updating the Career and Technology Studies program and is implementing the new Knowledge and Employability courses. Also, high school students have opportunities to develop workplace skills in Work Experience courses

and the Registered Apprenticeship Program, for which they receive credit toward a high school diploma.

Overall Satisfaction of Parents, Teachers and the Public that Students are Taught Attitudes and Behaviours that will make them Successful at Work when they Finish School



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
Parents (ECS – 12)	75	74	76	75	67
Teachers	85	86	83	86	82
Public	47	48	48	46	46
Overall	69	69	69	69	65

Source: Alberta Education: CCI Research Inc.: 2004 – 2007; R.A. Malatest & Associates Ltd.: 2008.

Notes

- Overall satisfaction rates are the average of satisfaction rates for each respondent group. See Endnote B, page 81, for information on averaging results across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.

Preparation for Citizenship

Rationale

- Parents, teachers and students, groups that have direct experience with schools, are well positioned to assess the preparation of students for citizenship, an important outcome of the basic education system.

Target

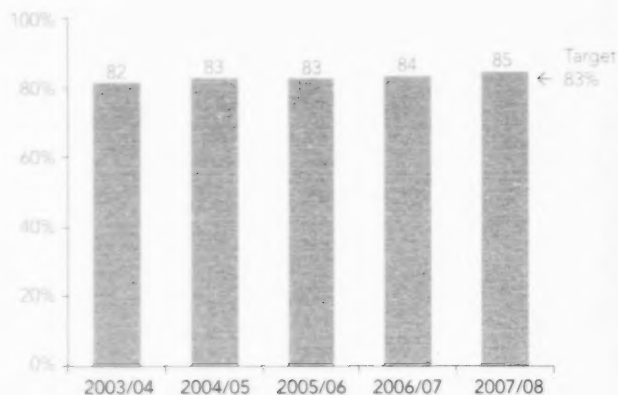
- The target of 83% was met (target was set when the latest available result was 83%).

Discussion

- Overall results have been high and stable over time.
- In 2007/2008, 85% of high school students, parents and teachers agreed that students model the characteristics of active citizenship.
- Results for each respondent group also have been consistent over time.
- Teacher results have been consistently higher than those of parents and high school students.



Overall Agreement of Students, Parents and Teachers that Students Model the Characteristics of Active Citizenship



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
High School Students	76	78	78	78	81
Parents (ECS - 12)	79	81	81	82	82
Teachers	90	90	90	91	92
Overall	82	83	83	84	85

Source: Alberta Education; CCI Research Inc.: 2004 - 2007; R.A. Malatest & Associates Ltd.: 2008.

Notes

- For all respondent groups, percentages reported are averages of agreement levels that students:
 - help each other
 - respect each other
 - are encouraged to get involved in activities that help people in the community
 - are encouraged to try their best
 - follow the rules.
- Overall agreement rates are the average of agreement rates for each respondent group. See Endnote B, page 81, for information on averaging results across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.

GOAL 3: Highly Responsive and Responsible Education System

What it Means

The Ministry strives to ensure that the education system is highly responsive and responsible by providing leadership and support and by working collaboratively and communicating effectively with partners, stakeholders and the public. The Ministry promotes the development of human resource capacity within school authorities. It also assists in the development and implementation of planning, reporting and other accountability systems, and supports the effective use of information systems and technology. Alberta Education continues to implement strategies to achieve the following outcomes for Goal 3:

- All levels of the education system demonstrate effective working relationships with partners and stakeholders
- All levels of the education system demonstrate leadership and continuous improvement.

The key accomplishments for each outcome in Goal 3 are provided below and reflect the implementation of strategies in the 2007 – 2010 business plan.

Outcomes

All levels of the education system demonstrate effective working relationships with partners and stakeholders

Key Accomplishments

Enhancing Education Across Canada

Alberta understands the importance of contributing to improvements in education Canada-wide.

The Council of Ministers of Education (CMEC) initiated the Portal Project, with Alberta taking the lead, to provide a single point of access to all educational resources and services available in Canada. In 2007/2008, support was provided to create an enhanced website for Pan-Canadian education initiatives [Strategy 3.3].

Alberta, along with all Canadian provinces and territories, signed an interim *Mutual Recognition Agreement on Teacher Mobility* to establish criteria for recognizing the certification of teachers across provinces. Education ministries across Canada are working together to identify and reconcile differences in teacher qualifications among the provinces to facilitate full teacher mobility [Strategy 3.3].

Outcomes

Alberta continues to work with partners in British Columbia, Saskatchewan, Manitoba, Northwest Territories, Yukon and Nunavut (Western and Northern Canadian Protocol) and CMEC to improve outcomes for First Nations, Métis and Inuit (FNMI) students. Current initiatives include:

- redeveloping the FNMI section of the Western and Northern Canadian Protocol website
- developing a common set of guidelines for validating learning resources based on cultural appropriateness, historical accuracy and respect for diversity
- establishing an Aboriginal Education Action Plan as one of three priority areas for CMEC.

Alberta recognizes that working together with other provinces will strengthen the education of francophone students in minority language settings. To support francophone education, Alberta participated in Pan-Canadian French First Language Initiatives, led by Ontario and New Brunswick [Strategy 3.3]. A Pan-Canadian tool kit *Volet 1 et Volet 2*, was created and published to help Francophone students improve their speaking and writing skills.

Building and Improving School Facilities

Parents of Alberta's students want schools in their local neighborhoods where their children live and learn. With the technical support of the Ministry of Infrastructure, Alberta Education reviews the priorities in school board three-year capital plans to determine where to build new schools, where to locate modular classrooms and which schools need to be preserved or modernized. In 2007/2008 work included [Strategy 3.5]:

- announcing two phases of an innovative Alberta-made public-private partnership approach to build 32 new schools in the Edmonton and Calgary areas
- with Alberta Infrastructure as lead, developing five standard core school designs — three for K – 6 schools and two for K – 9 schools for use in new school projects
- announcing 37 modernization projects, 45 modular classrooms and support to the four metro school boards in Edmonton and Calgary for 10 additional school modernization projects.

Outcomes

All levels of the education system demonstrate effective working relationships with partners and stakeholders (continued)

All levels of the education system demonstrate leadership and continuous improvement

Key Accomplishments (continued)

International Initiatives

Alberta's education system is respected around the world because of the success of our students on international assessments (see page 41). In 2007/2008 Alberta hosted delegations from 15 countries across the globe who are interested in learning about the province's K – 12 system. These delegations included Australia, Austria, China (Beijing and Wuhan), Finland, Germany, Hungary, Malaysia, Japan, Mexico, Oman, Peru, Spain, Ukraine, the United Kingdom and the United States (Utah and Colorado).

In addition, the International School of Macao will continue to hold an Alberta accreditation. The Christian Alliance P.C. Lau Memorial International School in Hong Kong and Neuchatel Junior College in Switzerland have been granted preliminary accreditation status. Educators in China, Dubai, Turkey and Qatar are seeking accreditation for schools that follow the Alberta Programs of Study [Strategy 3.2].

Improving the K-12 Education System

Albertans expect their schools to be committed to continuous improvement. Results and evaluations provided by Alberta Education enable school jurisdictions and schools to know how well they are performing. This information also helps school jurisdictions and schools identify areas for improvement and improve their reporting practices. In 2007/2008, work in this area included [Strategy 3.8]:

- holding sessions for new trustees and central office staff regarding accountability processes and reports
- providing updates about accountability processes and results at meetings of superintendent and trustee organizations and providing accountability sessions to school-based administrators, as requested
- launching the Accountability Pillar Online Reporting Initiative portal with performance measurement reports for schools and jurisdictions
- for the first time, providing school-level accountability reports and evaluations in addition to the jurisdiction reports
- recognizing school jurisdictions that have high levels of achievement or significant improvement on accountability measures
- requiring school jurisdictions to address low and declining results in their three-year education plans
- requiring school jurisdictions with continuing low or declining results to prepare specific action plans to improve these results in future years

Outcomes

- developing and piloting a prototype of a web-based clearinghouse for school jurisdictions of resources, literature, promising practices and tools to support continuous system improvement.

In the 2007/2008 superintendent survey, 83% of superintendents were satisfied with the usefulness of the accountability reports provided by the department.

Communicating the Success of the Education System

Timely and accurate information helps the public understand the success of Alberta's K-12 system and helps school boards make improvements to the education programs they provide to students in their communities [Strategy 3.1]

During 2007/2008, Alberta Education responded to inquiries on a wide variety of K-12 education matters, issued news releases and media notices on initiatives, programs and results and ensured the Ministry's website was updated regularly to provide information to stakeholders and the public.

In addition, education associations and providers were informed about developments through regular email correspondence and reports by Alberta Education staff at zone meetings of the College of Alberta Superintendents and the Alberta School Boards Association.

Information provided to the public in 2007/2008 was enhanced by:

- developing and implementing a new visual identity in Ministry print and online publications
- reorganizing and launching a new look for the Ministry's website
- developing a brochure for parents on the accountability measures required for school jurisdictions and schools
- designing and widely distributing a brochure of annual report highlights.

Alberta Education's annual monitoring of school jurisdiction three-year education plans and their annual education results reports helps to ensure that school authorities provide timely, accurate and relevant information about their results to Albertans.

Albertans are increasingly satisfied that the education system is accountable. In recent surveys of parents, teachers, school board members and the public, overall satisfaction that the system is accountable has improved from 66% in 2003/2004 to 72% in 2007/2008. Increases in teacher results from 63% to 77% and in public results from 58% to 69% contributed the most to the overall improvement.

Outcomes

All levels of the education system demonstrate leadership and continuous improvement (continued)

Key Accomplishments (continued)

Work in 2007/2008 to improve upon data collection and reporting capabilities within the education system in the future included:

- continuing the development of a new province-wide approach to student information, including completion of the technical design, definition and pilot of a new student enrolment reporting process, a draft supporting privacy framework and governance structure [Strategy 3.9]
- working with school jurisdictions to improve the year-to-year stability of the voluntary self-identification of First Nations, Métis and Inuit students
- conducting telephone interviews of superintendents on the relationship of attendance to student success and the feasibility of reporting student attendance information into Ministry data systems.

Addressing Enrolment Growth and Teacher Supply

Alberta's robust economy has resulted in an increase in the number of students in our education system. To plan effectively to meet the needs of this increased student population, Alberta Education developed a projection model that provides reliable information on the rate of growth in student enrolment and on teacher supply and demand for the province. The tool will help both government and school jurisdictions to address workforce needs [Strategy 3.7].

Health and Safety

The health and safety of workers in school systems are important. In 2007/2008 Alberta Education facilitated input from key education stakeholder organizations in the development of the Occupational Health and Safety School Kit by the Ministry of Employment, Immigration and Industry. This resource is designed to:

- help school authorities develop healthy and safe workplaces
- reduce workplace injuries
- increase the capability of school authorities to comply with Occupational Health and Safety requirements.

In the event of an influenza pandemic, schools must be prepared to safeguard their students. Alberta Education provides leadership and support to Alberta school jurisdictions in preparing against such a threat. In 2007/2008, a *Pandemic Planning Guide for Alberta School Authorities* was prepared to support school authorities in developing or strengthening existing plans.

Outcomes

Achieving Efficiencies

Alberta understands the importance of improving the efficiency of the education system. Bulk buying reduces costs for schools. Under the Alberta Education and British Columbia Ministry of Education Memorandum of Understanding, eight school districts representing 44% of the K – 12 students in British Columbia acquired learning resources through Alberta's Learning Resources Centre, thereby reducing costs for schools in both provinces. Through a joint initiative, videos are acquired for all schools in both provinces at a cost savings.

Alberta's schools continued to take advantage of the savings opportunities available to them through the Early Order Discount (EOD) program, which is offered from January 1 through May 15 each year. The program is a cooperative effort between the Learning Resources Centre (LRC) and several educational publishers, which enables schools to save an additional 10% on eligible resources. By combining the EOD with their Learning Resources Credit Allocation schools are able to maximize their savings.

During 2007/2008 the value of purchases made through the LRC during the EOD ordering period totaled \$15.5 million. This represented over 40% of the total sales for the year. The resulting savings for schools were about \$1.6 million.

Alberta recognizes the importance of reviewing the effectiveness of programs. The Government of Alberta has provided on-going funding to ACCESS Television for the broadcast, production and acquisition of educational programming. Following a comprehensive review in 2007 that indicated very few Alberta K – 12 schools were using TV broadcasts to help deliver programs of study, the Ministries of Education and Advanced Education and Technology agreed to let the contract with ACCESS-LTA lapse after March 31, 2008. This will yield an annual savings to government in future years. Under a new agreement, the Alberta government will continue to receive revenue for sales and broadcasts outside of Alberta for those resources for which licenses are in effect.

Performance Highlights

Education system results for 2007/2008 for Goal 3, highlighted below and discussed on the pages that follow, reflect the cumulative impact of investment of resources and effort over time on the part of government, school boards, parents, teachers and students.

Results over time	Target Achievement
↑ Improved performance	✓ Target Met
• No significant change in performance	• Target Exceeded
↓ Performance decline	✗ Target not met
	• No target set for 2007/08 (insufficient data or new measure for 2007-2010)

Goal 3: Highly responsive and responsible education system

Outcomes	Performance Measures (in percentages)	Results Over Time		Targets 2007/08
		Baseline	Current	
All levels of the education system demonstrate effective working relationships with partners and stakeholders The education system at all levels demonstrates leadership and continuous improvement	Overall parent, teacher, student, school board member and public satisfaction that their input is considered, respected and valued by the school, jurisdiction and province	58	58 ~	61 ✗
	Overall parent, teacher and school board member satisfaction that the leadership at all levels effectively supports and facilitates teaching and learning	69	69 ~	73 ✓
	Overall perception of teachers, parents and school board members that Alberta's K – 12 system has improved or stayed the same in the last three years	66	71 ↑	72 ✓
	Percentages of school jurisdictions with an overall evaluation of Good or Excellent on accountability measures	Percentages of jurisdictions: • increased on 8 of 15 measures • maintained on 1 measure • declined on 6 measures		n/a

The confidence interval is considered in assessing change over time on survey measures. Targets are considered met if the result is within 5% of the target value. See Endnotes A and B for detailed information on assessing change over time and target achievement. Base year is five years ago or earliest subsequent year results are available.

Performance Measures

Working Relationships

Rationale

- The perceptions of various stakeholders who are directly involved in the K – 12 education system as well as public perception on their input into education provide an indication of effective working relationships within the education system.

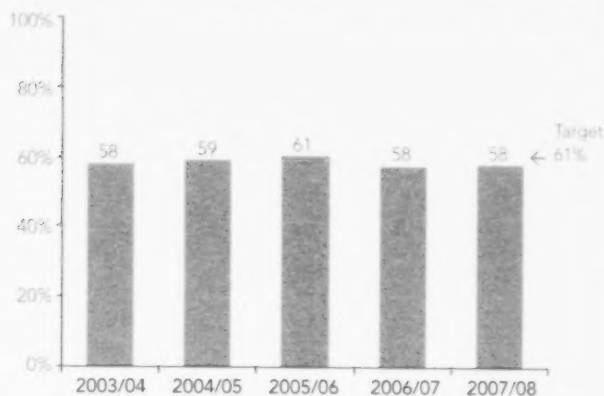
Target

- The target of 61% was not met.

Discussion

- Overall results have been relatively stable over time.
- In 2007/2008, 58% of high school students, parents, teachers, school board members and the public were satisfied with their input into education at the school, jurisdiction and provincial levels.
- Satisfaction has varied among respondent groups, with public satisfaction consistently lower than results for the other groups. Members of the public typically have less familiarity and involvement with education than other respondent groups. This may affect results.
- For parents and the public, significant percentages of respondents answering Don't Know, Not Applicable or not responding affected results. In 2007/2008, 13% of parents and 27% of the public answered Don't Know, Not Applicable or did not respond, while the levels of dissatisfaction of parents and the public were similar (parents 27% and the public 29%).
- Implementation of Alberta Education's new Public Involvement Framework may affect results in future years.

Overall Satisfaction of Students, Parents, Teachers, School Board Members and the Public that their Input is Considered, Respected and Valued by the School, Jurisdiction and Province



(in percentages)

Respondent Group	2003/04	2004/05	2005/06	2006/07	2007/08
High School Students	68	73	68	66	68
Parents (ECS – 12)	60	56	58	55	59
Teachers	56	56	60	59	62
School Board Members	62	67	72	62	56
Public	46	44	45	45	44
Overall	58	59	61	58	58

Source: Alberta Education: CCI Research Inc.: 2004 – 2007;
R.A. Malatest & Associates Ltd.: 2008.

Notes

- Students were asked about their satisfaction that their input into decisions at their school is being considered.
- School board members were asked about their satisfaction that their input into the education of students is being considered by Alberta Education.
- In 2003/2004, school board members included elected trustees and superintendents, while in subsequent years only trustees were included.
- For parents and the public, percentages reported are averages of satisfaction that:
 - their input into decisions at school is being considered
 - their input into the education of students is considered by the school board
 - their input into the education of students is considered by Alberta Education.
- For teachers, percentages reported are averages of satisfaction that:
 - their input into the education of students is considered by the school
 - their input into the education of students is considered by the school board
 - their input into the education of students is considered by Alberta Education.
- Overall satisfaction is the average of satisfaction levels for each respondent group. See Endnote B, page 81, for information on averaging results within and across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.
- See Endnote B, page 80, for information on assessing results relative to targets.

School, Jurisdiction and Provincial Leadership

Rationale

- Effective leadership at all levels is important to maintain the quality of the K – 12 education system and to improve student programs and achievement.

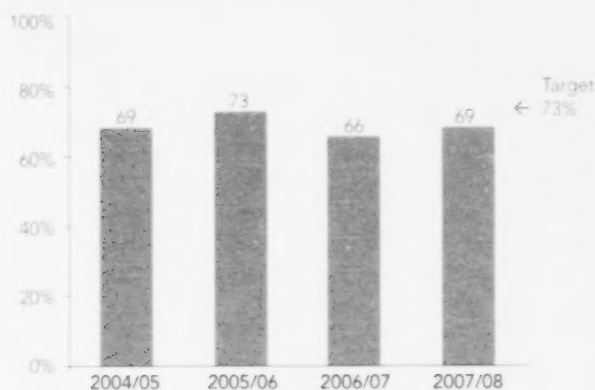
Target

- The target of 73% was met (the result is within 5% of the target).

Discussion

- Results have been similar over time, with some year to year fluctuations.
- Overall in 2007/2008, 69% of parents, teachers and school board members were satisfied with leadership at all levels combined.
- Teacher satisfaction with leadership at the provincial level has increased substantially since 2004/2005.
- School board member satisfaction with leadership at the provincial level increased in 2007/2008, following a substantial decline the previous year.
- Satisfaction with leadership at the provincial level is sensitive to government decisions about the K – 12 education system. Implementation of the Class Size Initiative may have accounted for the increase in teacher satisfaction in 2005/2006. The Memorandum of Agreement on the Teachers' Unfunded Pension Liability, under which the province assumed responsibility for the teachers' portion of the unfunded pension liability in return for five years of labour peace, may account for the increase in teacher and school board member satisfaction in 2007/2008 over the previous year.
- Satisfaction with leadership is highest at the school level, likely reflecting the positive attitudes of parents and teachers resulting from their positive relationships and contact with the school administration.

Overall Satisfaction of Parents, Teachers and School Board Members that Leadership at all Levels Combined (School, Jurisdiction and Provincial) Effectively Supports and Facilitates Teaching and Learning



Respondent Group	2004/05	2005/06	2006/07	2007/08
At the School Level				
Parents (ECS – 12)	85%	86%	87%	85%
Teachers	87%	87%	86%	86%
Overall	86%	86%	86%	85%
At the Jurisdiction Level				
Parents (ECS – 12)	–	75%	74%	72%
Teachers	72%	74%	77%	81%
Overall	72%	75%	75%	77%
At the Provincial Level				
Parents (ECS – 12)	55%	63%	56%	56%
Teachers	33%	44%	45%	55%
School Board Members	73%	75%	57%	63%
Overall	53%	60%	52%	58%
At All Levels Combined (School, Jurisdiction, Provincial)				
Parents (ECS – 12)	70%	75%	72%	71%
Teachers	64%	68%	69%	74%
School Board Members	73%	75%	57%	63%
Overall	69%	73%	66%	69%

Source: Alberta Education: CCI Research Inc. 2004 – 2007, R.A. Malatest & Associates Ltd. 2008.

Notes:

- Stakeholders were no longer included as a respondent group for this measure in the 2007 – 2010 Business Plan. Historical results for this measure have been recalculated to reflect this change.
- indicates that data are not available, i.e., parents were not asked this question in 2004/2005.

Performance Measures *(continued)*

K – 12 System Improvement

Rationale

- Improving education for students is an important outcome of the K – 12 education system.

Target

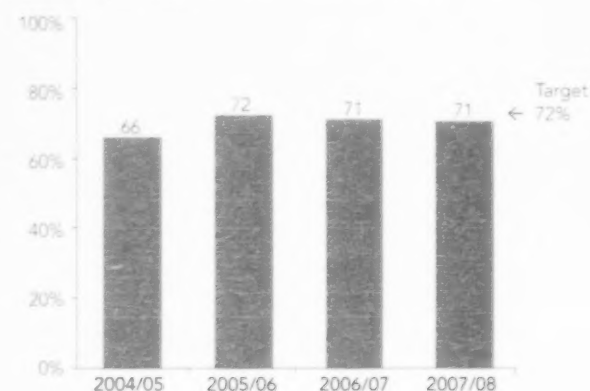
- The target of 72% was met (the result is within 5% of the target).

Discussion

- Overall, 71% of parents, teachers and school board members indicated in 2007/2008 that Alberta's education system had improved or stayed the same in the last three years.
- Results for teachers increased significantly in 2005/2006 and have continued at a higher level, which accounts for the higher overall results since 2004/2005.
- Results for parents and school board members have been relatively stable over time.
- Results have been higher for school board members than for parents and teachers in all four years.
- For parents and teachers, significant percentages of respondents answering Don't Know, Not Applicable or not responding affected results. In 2007/2008 about 13% of parents and about 10% of teachers answered Don't Know, Not Applicable or did not respond.

- When asked about education in their own school or jurisdiction (rather than about the education system in general), the overall result was more positive at 80% in 2007/2008, and has improved over time from 74% in 2004/2005.

Overall Percentage of Parents, Teachers and School Board Members Indicating that Alberta's K – 12 Education System has Improved or Stayed the same in the last Three Years



(in percentages)

Respondent Group	2004/05	2005/06	2006/07	2007/08
Parents (ECS – 12)	63	66	62	61
Teachers	55	66	67	69
School Board Members	81	85	85	82
Overall	66	72	71	71

Source: Alberta Education; CCI Research Inc.: 2004 – 2007;
R.A. Malatest & Associates Ltd.: 2008.

Notes:

- The overall percentage indicating Alberta's K – 12 education system has improved or stayed the same in the last three years is the average of the percentage for each respondent group. See Endnote B, page 81, for information on averaging results across respondent groups.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.
- See Endnote B, page 80, for information on assessing results relative to targets.

Notes continued from page 70

- Overall satisfaction at each level (school, jurisdiction, provincial), is the average of satisfaction levels for each respondent group. Overall satisfaction at all levels combined is the average of overall satisfaction at each level. See Endnote B, page 81, for information on averaging results within and across respondent groups and across levels.
- See Endnote A, pages 78-79, for information on surveys conducted for Alberta Education.
- See Endnote B, page 80, for information on assessing results relative to targets.

Performance of the Education System

Rationale

- As part of the accountability component of the Renewed Funding Framework, school jurisdictions report their evaluations on a required set of measures and implement strategies to address low or declining results. The overall evaluations are a combination of the achievement and improvement evaluations. The percentages of jurisdictions with overall evaluations of Good or Excellent provide an indication of how well the education system is performing.

Target

- This measure was under development in the 2007 – 2010 business plan, so no targets were set for 2007/2008.

Discussion

- Alberta Education evaluates school jurisdiction results on accountability measures using a consistent methodology based on five levels for the overall evaluations (from highest to lowest): Excellent, Good, Acceptable, Issue and Concern. Each year, all 62 school jurisdictions are evaluated on the same measures, in the same way, at the same time.
- The percentage of jurisdictions with overall evaluations of Good or Excellent increased slightly in 2008 over the previous year for the high school completion rate, which is a Ministry priority, and returned to 2006 levels.
- The percentage of jurisdictions with overall evaluations of Good or Excellent has increased over time on eight measures: overall quality of education, broad program of studies, safe and caring schools, provincial achievement tests: acceptable and excellence, diploma examinations: acceptable, work preparation and citizenship.
- The percentage of jurisdictions with overall evaluations of Good or Excellent declined substantially in 2008 on the dropout rate, indicating that the increase in the provincial dropout rate (see page 39) reflects increases in dropout rates in many jurisdictions around the province.
- The percentage of jurisdictions with Good or Excellent evaluations declined on five other measures over time: diploma exams: excellence,

diploma examination participation, Rutherford Scholarship eligibility, parental involvement and school improvement.

- Even though the percentage of jurisdictions with Good or Excellent evaluations for the Rutherford Scholarship measure declined, the provincial results improved on this measure because of improved results in the province's largest school jurisdictions in Edmonton and Calgary (see page 57).

Percentages of School Jurisdictions Receiving Overall Evaluations of Good or Excellent on Accountability Measures

Jurisdiction Performance by Accountability Measure		Fall 2006	Fall 2007	Fall 2008
Goal One	Overall Quality of Education*	—	59.7	69.4
	Broad Program of Studies*	—	46.8	61.3
	Safe and Caring Schools*	—	62.9	79.0
	Drop Out Rate	61.3	66.1	38.7
	High School Completion Rate 3-year rate	47.5	42.6	47.5
Goal Two	Provincial Achievement Tests			
	Acceptable	17.7	19.4	21.0
	Excellence	22.6	33.9	35.5
	Diploma Examinations			
	Acceptable	19.7	25.8	22.6
	Excellence	42.6	41.9	32.3
	Diploma Exam Participation Rate 4+ Exams	42.6	42.6	36.1
	Rutherford Scholarship Eligibility Rate	68.9	72.1	64.5
	Post-Secondary Transition Rate** 4-year rate	68.3	78.3	—
	6-year rate	—	—	65.6
Goal Three	Work Preparation*	—	59.7	85.5
	Citizenship*	—	50.0	75.8
	Parental Involvement*	—	51.6	50.0
	School Improvement*	—	72.6	64.5

* Alberta Education conducts annual surveys of students, parents and teachers for reporting on the seven survey measures that are part of school jurisdiction accountability. The survey measures were not evaluated in 2006 as there were insufficient years of data available.

** The 6-year post-secondary transition rate replaced the 4-year rate as the jurisdiction accountability measure in 2008. Overall evaluations are not available for the 6-year rate in 2006 and 2007 or for the 4-year rate in 2008.

Source: Alberta Education.

Notes

- Overall evaluations are the combination of the achievement (results compared to standards) and improvement (results compared to past performance) evaluations.
- The results include public, separate and francophone school jurisdictions on an equal basis, not weighted by size of jurisdiction.
- See Endnote C, Overall Performance of School Jurisdictions, pages 85-88.

Financial Results and Performance

Overview

The Ministry of Education financial statements (pages 92-116) consolidate the operating results and financial position of the Department of Education and the Alberta School Foundation Fund for the year ended March 31, 2008 and include the accounts of Alberta's 75 school jurisdictions — 41 public school boards, 16 separate school boards, 5 francophone education authorities and 13 charter schools.

Beginning with the 2006/2007 fiscal year, the Ministry's consolidated financial statements include school jurisdictions on the modified equity basis. To reflect this change in accounting policy, a summary line, Increase in Equity in School Jurisdictions, has been incorporated into the Consolidated Statement of Operations. Refer to Note 2 (pages 95-98) for further information.

Effective April 1, 2007 the Ministry of Finance assumed the unfunded liability and contributions for the portion of the Teachers' Pension Plan related to service credited prior to September 1, 1992. The

comparative figures for March 31, 2007 have been restated as if that Ministry had always been assigned these responsibilities. Note 3 (page 98) provides further information on these program transfers.

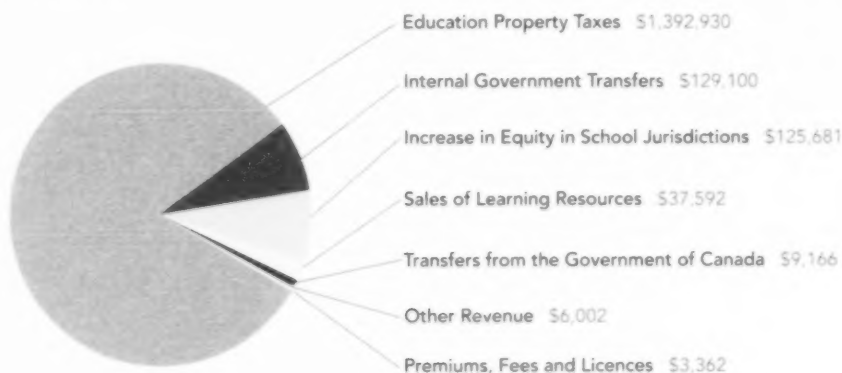
Ministry Revenue

Total revenue for the Ministry of Education increased \$164.7 million compared to 2006/2007, primarily due to an additional \$93.3 million in Equity in School Jurisdictions, \$62.5 million in Education Property Taxes and \$10.4 million in Sales of Learning Resources.

The increase in Education Property Taxes is due to rising property values and fewer property tax refunds. The increase in the Sales of Learning Resources is primarily due to the introduction of new curriculum. The increase in Equity in School Jurisdictions is attributed to additional operating surpluses resulting from the effective control of school operating costs.

2007/2008 Ministry Revenues by Source

(in thousands)



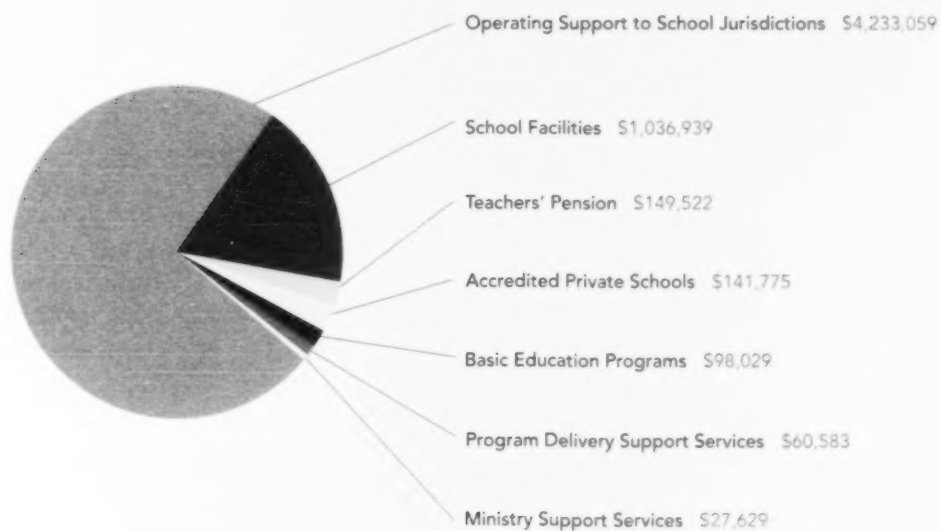
Ministry Spending

Ministry spending totaled \$5.75 billion, about 5 per cent higher than the previous year.

As indicated on the graph below, Operating Support to School Jurisdictions comprised the majority of Ministry expenses.

2007/2008 Ministry Spending by Program

(in thousands)



Operating Support to School Jurisdictions

The Operating Support to School Jurisdictions provides:

- per-student base instruction funding to support core education programs and complementary programs for K – 12 students in the province's 75 school jurisdictions.
- differential and variable cost funding to school boards to address their specific needs and circumstances such as English as a Second Language; First Nations, Métis and Inuit programs; students with special needs and the differential cost of purchasing goods and services in certain areas of the province
- targeted funding for specific provincial initiatives such as Alberta Initiative for School Improvement and Class Size funding.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
Operating Support to School Jurisdictions	\$ 4,172,639	\$ 4,233,059	\$ 3,979,050

Funding for this program was \$254 million more than in 2006/2007. This increase is due to an additional \$139.2 million in grants for base instruction, \$52 million to school boards for a one-time lump sum payment to teachers and additional funding of \$30.8 million for further reductions in average class sizes. In addition, the Ministry provided \$14.5 million to Skills Canada for enhancements to Career and Technology Studies equipment, \$10.8 million to school boards in the Fort McMurray region as a cost of living allowance to teachers and \$6 million over three years to the Alberta Regional Professional Development Consortia to support implementation of revised social studies and mathematics programs of study.

Operational Support exceeded the 2007/2008 budgeted amount by \$60.4 million primarily due to the \$52 million for the one-time lump sum payment to teachers and \$10.8 million for the Fort McMurray cost of living allowance to teachers.

School Facilities

School Facilities provides annual funding to school jurisdictions using allocation formulas for Plant Operations and Maintenance (PO&M) for daily operational functions and for Infrastructure Maintenance and Renewal (IMR) for major component replacement (e.g. roofs, windows and boilers). IMR is provided through approved capital projects, which include the construction of new schools, provision of steel framed modular classrooms, major school modernizations and replacements.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
School Facilities	\$ 934,811	\$ 1,036,939	\$ 973,298

The School Facility spending variance from budget was primarily due to an additional \$97.3 million for school maintenance, school renewal and modular classrooms.

Capital spending increased by \$47.8 million over the previous year due primarily to additional school maintenance and renewal projects offset by lower spending related to the timing of construction for ongoing projects. Plant Operations and Maintenance increased by \$15.8 million compared to 2006/2007.

Accredited Private Schools

Accredited Private Schools provides funding to accredited private schools, private early childhood services (ECS) operators and designated special education private schools.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
Accredited Private Schools	\$ 144,353	\$ 141,775	\$ 144,023

The variance from budget and the previous year is due to some private schools becoming alternative programs funded through public and separate schools.

Basic Education Programs

Basic Education Programs include support for:

- purchase, sale and distribution of learning resources and special format materials and equipment for the visually impaired
- production of educational resource materials
- management of specialty production to meet the needs of visually impaired students, audio, video ROM or interactive multimedia in various formats to meet Ministry and student requirements
- provision of technology such as high-speed networking and video-conferencing
- administration of the Federal French Language program.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
Basic Education Programs	\$ 87,113	\$ 98,029	\$ 85,662

The increase of \$12.4 million over 2006/2007 is primarily due to the \$9.7 million additional cost of learning resources, directly related to increased sales, and \$6.7 million additional funding related to grants for the Alberta Library and social studies and mathematics curriculum development, offset by a decrease of \$4.2 million related to the Federal French Language program.

The budget variance of \$10.9 million is due to \$8.4 million in expenses related to the Federal French Language Program that was previously recorded as net of revenues. In 2007/2008, this program became a dedicated revenue initiative. Refer to note 2b (page 96) for further information. As a result of unanticipated increases in the sale of learning resources, the related cost of sales increased by \$4.6 million.

Teachers' Pension

Teachers' Pension supports the government's responsibilities under the *Teachers' Pension Plans Act*. Under the *Act*, the Government of Alberta is responsible for the employer portion of the contributions on behalf of teachers' current service.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
Teachers' Pension	\$ 215,048	\$ 149,522	\$ 210,073

The reductions in spending when compared to budget and the previous year are due primarily to better than expected performance of pension fund assets.

Program Delivery Support Services

Program Delivery Support Services funds:

- development and support of K – 12 programs of study in English and French
- school authorities and education stakeholder groups to enhance and support the development and implementation of programs, policies, regulations and legislation
- reviews of school jurisdiction financial management, capital borrowing requests, student transportation, financial audits and funding policies and procedures
- development of budget and fiscal planning strategies
- work in conjunction with education stakeholders to develop and enhance the funding allocation model that provides for equity of opportunity for Alberta students
- analysis, processing and monitoring of grant payments to school jurisdictions.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
Program Delivery Support Services	\$ 60,299	\$ 60,583	\$ 61,138

Ministry Support Services

Ministry Support Services includes directing, planning and coordinating the Ministry's strategic administrative support to the Minister's office, Deputy Minister's office, communications, financial services, contracted and project management services, performance measurement and reporting, information technology management, policy, business planning and human resource management. This program also supports legislative services, records management and systems administration.

Ministry Support expenses increased over budget and the previous year due to higher information technology and workforce planning expenses, as well as unbudgeted cost of living increases.

	2007/08 Budget	2007/08 Actuals	2006/07 Actuals
Ministry Support Services	\$ 25,804	\$ 27,629	\$ 25,035



Endnotes for Performance Measures

Endnote A: Notes on Surveys

Public and Client Surveys

Alberta Education regularly commissions telephone surveys of random samples of the Alberta public and key client groups. The purpose of these surveys is to obtain perceptions of how the basic education system is performing in meeting students' and society's needs and expectations. Professional survey research firms are contracted to conduct the surveys, using trained interviewers and the Computer-Assisted Telephone Interviewing (CATI) system. Survey results are compiled by the survey research firms and provided to the Ministry. Surveys are conducted annually with the public, parents of ECS to Grade 12 students, high school students, teachers, school board members

and (starting in 2006/2007) superintendents. The employer survey is conducted every second year.

The following table provides sampling information about the surveys of Albertans conducted in recent years that are reported in this annual report. The information includes the respondent groups surveyed, sample sizes and the confidence intervals for results from each survey. Results are considered accurate within the confidence interval 19 times out of 20 (i.e., at a confidence level of 95%). Sampling variation can account for observed differences in results from year to year. See the discussion on the use of confidence intervals for interpreting survey results on page 79.

Alberta Education Public/Client Surveys: Sample Sizes and Confidence Intervals

Survey		2003/04	2004/05	2005/06	2006/07	2007/08
Public ¹	Sample	2,003	3,000	3,000	3,000	3,000
	Confidence Interval	+/-2.2%	+/-1.8%	+/-1.8%	+/-1.8%	+/-1.8%
Parents (ECS-12) ¹	Sample	800	800	800	800	801
	Confidence Interval	+/-3.5%	+/-3.5%	+/-3.5%	+/-3.5%	+/-3.5%
High School Students (Grades 10-12) ¹	Sample	800	800	800	800	802
	Confidence Interval	+/-3.5%	+/-3.5%	+/-3.5%	+/-3.5%	+/-3.5%
Teachers ¹	Sample	801	806	800	800	801
	Confidence Interval	+/-3.5%	+/-3.5%	+/-3.5%	+/-3.5%	+/-3.5%
School Board Members ^{1,2,3}	Sample	487	350	350	350	306
	Confidence Interval	+/-2.2%	+/-3.2%	+/-3.2%	+/-3.2%	+/-3.6%
Superintendents ^{1,2,3}	Sample	—	—	—	63	58
	Confidence Interval	—	—	—	+/-5.0%	+/-6.0%
Employers ⁴	Sample	2,000	—	2,200	—	2,201
	Confidence Interval	+/-2.2%	—	+/-2.0%	—	+/-2.0%

Notes

- 1 CCI Research Inc., the survey research company that conducted the Employers Survey in 2007/2008, also conducted the public surveys (public, parents, high school students, teachers, school board members and superintendents) from 2003/2004 to 2006/2007. Prior to 2008, CCI Research Inc. was known as Compustat Consultants Inc.
- 2 In 2003/2004, School Board Members included school board trustees and superintendents, while in 2004/2005 and 2005/2006, only trustees were surveyed. A separate survey of superintendents was conducted in 2006/2007 and 2007/2008.
- 3 Confidence intervals for these samples take into account the small populations from which the samples are selected, e.g., in 2007/2008, 511 school board trustees and 74 superintendents.
- 4 The employer satisfaction survey results reported on page 37 are based on the subsets of all survey respondents who indicated they had hired high school graduates in the last two years. There were 499 respondents in 2005/2006 and 677 respondents in 2007/2008. The confidence intervals for these subsets of respondents were +/-3.6% for 2005/2006 and +/-3.5% for 2007/2008. The results reported are based on a question introduced in the 2005/2006 survey on employer satisfaction with the skills and quality of work of recent high school graduates. As such they are not comparable to prior years' results, which reported on satisfaction with learning system graduates. Learning system graduates include post-secondary and apprenticeship graduates as well as high school graduates.

The survey instruments for these surveys primarily use four-point response scales (Very satisfied/ Satisfied/ Dissatisfied/Very dissatisfied or Strongly Agree/Agree/Disagree/Strongly Disagree), depending on the question. A few questions use other response scales (e.g., A Lot/Some/Very Little/Not at All or Improved/Same/Declined). Although not asked, Don't Know responses and refusals are recorded as well. Results presented are the combined percentages of respondents who were Very Satisfied/Satisfied or who Strongly Agreed/Agreed. The survey results are available at <http://www.education.alberta.ca/departement/surveys.aspx>.

Use of Confidence Intervals for Interpreting Survey Results

When a result is obtained by surveying a random sample of the target population, such as the public, parents or teachers, there is a confidence interval associated with the result, which is expressed as a percentage above and below the obtained result. A confidence interval indicates how much variation one might expect from the obtained survey result, as a consequence of sampling and diversity among respondents. Differences in survey results over time or among respondent groups on the same survey question are reported at the .05 level of confidence (i.e., the same results would be obtained in repeated surveys 19 times out of 20).

In the Ministry of Education's annual report, confidence intervals are used to determine:

- whether differences in survey results over time are likely the result of sampling variations, or represent actual change
- whether differences among respondent groups to the same question are likely the result of sampling variations or represent actual differences.

When comparing results of survey questions over time or among respondent groups, there is an actual difference between two survey results, 19 times out of 20, if there is no overlap between the confidence

intervals of the two observed values. When this is the case, it is acknowledged in the related text that there is an increase, change or significant difference in survey results over time or among groups. When the confidence intervals of the two observed values do overlap, the observed difference will be due to sampling variation 19 times out of 20, and we cannot conclude that the difference is real or significant. In such cases, the related text indicates that results are similar or stable over time or among groups.

The following hypothetical examples illustrate:

- two survey results where the confidence intervals overlap and, consequently it is concluded that there is no real difference between the two survey results
- two survey results where the confidence intervals do not overlap and, consequently it is concluded that there is a real difference between the two survey results.

Example 1

Where two survey results are 76% and 80%, both with a confidence interval of 2.5%, then the upper limit of the confidence interval for the 76% result is 78.5% and the lower limit of the confidence interval of the 80% result is 77.5%. Since the confidence intervals overlap, it cannot be concluded that there is a real difference between the two survey results, as the observed difference could be due to sampling variation.

Example 2

If the two survey results are 74% and 80%, both with a confidence interval of 2.5%, the upper limit of the confidence interval for the 74% result is 76.5% and the lower limit of the confidence interval of the 80% result is 77.5%. Since the confidence intervals do not overlap, it can be concluded that there is a real difference between the two survey results, as sampling variation alone does not account for the observed difference. In such cases, the related text indicates there is a significant difference (increase or decrease) over time or between groups.

Endnote B: Technical Notes

Assessing Results Over Time

Changes in results are assessed over time in the discussion of each measure. A change (increase or decrease) is considered slight if it differs 1-2 percentage points from results of the comparison year(s). As the confidence interval is taken into account in assessing results on survey measures that use a probability sampling method (see Endnote A), the change is considered slight for those measures when the result is 1-2 percentage points different from the comparison year(s) above or below the confidence interval.

Assessing Targets

Performance targets set expectations for results and are the basis for planning improvements and assessing results. They are an important way to gauge whether the organization is improving or falling behind in obtaining desired results in key areas. Targets clearly establish desired levels of performance to be attained by a certain time. Targets are quantifiable and expressed in numerical terms, such as percentages or ratios. They are used as a key tool to drive, measure, improve and control performance.

Performance on a measure is considered to have met the target if the result is at or above 95% of the target value. For example, if the result is 77% on a measure with a target of 80%, then the target has been met since the performance (77%) represents 96.3% of the target. As another example, if the result on the same measure is 75%, then the target has not been met since 75% represents only 93.8% of the target.

This method of assessing performance represents a high level of achievement in relation to the target. The 95% rule acknowledges the variability in data as well as the complexities of the learning system. In such an environment, targets are general objectives rather than specific values, and achieving 95% of the target value indicates results are "in the ball park."

The 95% rule is not used to assess achievement of targets for provincial achievement tests, which are administered to students in Grades 3, 6 and 9. It does not apply to the results for students who wrote the tests as that set of results represents the achievement of those students and there is negligible variability. The rule also does not apply to the results for all students in Grades 3, 6 and 9 as those results are the minimum possible and under-represent the true results for the population had all students in the grade taken the test. Instead, as a difference of four-tenths of a percentage point (0.4%) is considered significant for achievement test and diploma examination results, targets are considered met if the result is within four-tenths of a percentage point (0.4%) of the target.

Trend Lines

Although not appearing in the annual report, trend lines are an aid to interpreting the results for measures reported in the annual report. Trend lines augment data interpretation techniques already in use such as the calculation of confidence intervals, which is used to determine the significance of a change between two survey results (either over time, or among groups). Trend lines provide a useful method of understanding the year-to-year fluctuations over the longer term, since most measures have data spanning three or more years. Trend lines shift the focus from smaller year-to-year changes to providing information about the longer-term direction of the data and whether it is tracking towards the performance target for the measures with targets.

Comments in the text on results with at least three data points are supported by trend lines. The type of trend line used is selected based on an informed interpretation of the data series underlying the trend line.

Logarithmic trend lines are appropriate for proportional data, i.e., data expressed as percentages of a whole, and therefore ranging between 0% and 100%, such as the performance measures in this report. A logarithmic trend line is a best-fit straight line that is most useful when the rate of change in the data increases or decreases quickly, then levels out. The leveling out can be seen in the results for some measures in the report, along with examples of year-to-year increases or decreases on other measures.

A logarithmic trend line is calculated using the following formula:

$Y = c \ln x + b$, where c and b are constants and $\ln$ is the natural logarithm function.

Calculating Survey Results

When calculating overall results across all respondent groups for survey measures, a simple average (rather than a weighted average) is used to reflect each group's equal importance to the overall result.

Further, although survey results for each respondent group and for overall results are rounded to whole numbers, the overall average results are calculated from the unrounded result for each respondent group. This avoids possible double rounding error that might result if overall averages were calculated from rounded respondent group results.



Endnote C: Methodology for Performance Measures

Annual Dropout Rate of Students Aged 14-18

The annual dropout rate reports the percentages of Alberta students aged 14-18 in public, separate, francophone, charter and accredited private schools who, in the following school year:

- are not enrolled in the K – 12 system
- are not enrolled in a post-secondary institution in Alberta
- are not registered in an apprenticeship program in Alberta
- have not completed high school.

The annual dropout rate is derived from data in Alberta Education and Alberta Advanced Education and Technology systems. Adjustments for attrition are based on estimates from Statistics Canada's *Annual Demographic Statistics 2006* (R) (CD-ROM).

Students whose education is not the responsibility of the provincial government as well as students who are identified as having a severe cognitive disability or a severe multiple disability are not included in the annual dropout rate. A detailed description of the methodology used to calculate the annual dropout rate, along with dropout rates for Alberta school jurisdictions, is available at <http://www.education.alberta.ca/departement/ipr/studentoutcomes/dor.aspx>.

High School Completion Rates

The high school completion rate reports the percentages of Alberta students in public, separate, francophone, charter and accredited private schools who, within three, four and five years of entering Grade 10:

- received a high school diploma, equivalency diploma (GED) or Integrated Occupational Program (IOP) certificate
- entered an Alberta post-secondary program or an apprenticeship program
- earned credits in five Grade 12 courses, including one language arts diploma examination course and three other diploma examination courses.

The tracking of Grade 10 students excludes some groups of students, such as those identified as having a severe cognitive or a severe multiple disability and students whose education is not the responsibility of the provincial government.

Data for this measure are from Alberta Education and Alberta Advanced Education and Technology systems. Attrition adjustments are based on estimates from Statistics Canada's *Annual Demographic Statistics, 2006* (R) (CD-ROM).

The educational attainment of Albertans aged 25-34 is derived from Statistics Canada Labour Force Survey, special tabulation for Alberta Education. Details are presented online in the Government of Alberta's annual performance report *Measuring Up 2008* at http://www.finance.alberta.ca/publications/annual_repts/govt/index.html.

A detailed description of the methodology, along with high school completion rates for Alberta school jurisdictions, is available at <http://www.education.alberta.ca/departement/ipr/studentoutcomes/hscomp.aspx>.

Early Childhood Services (ECS) Participation Rate

The participation rate in ECS programs reports the percentage of Alberta Grade 1 students in the current school year who had an Alberta ECS registration in any prior school year. The calculation is adjusted to account for students who entered Grade 1 in Alberta from another province or country and thus would not have attended ECS in Alberta. In-migration data include the estimated number of five-year-old immigrants and inter-provincial in-migrants as of July 1 of the calendar year. The Grade 1 and ECS registration data are from Ministry systems. The in-migration estimates are from Statistics Canada, *Demographic Estimates Compendium 2007*, catalogue no. 91-213-SCB, CD-ROM (R).

Provincial Achievement Tests

Students in Grades 3, 6 and 9 write provincial achievement tests annually in language arts and mathematics while Grades 6 and 9 students also write tests in science and social studies. The achievement test results for Grades 3, 6 and 9 provide information on how well students are meeting provincial standards in the core academic subjects. Tests are developed and administered by teachers and educators and are based on expectations in the provincial curriculum. Results are reported in relation to the acceptable standard and the standard of excellence.

A student achieving the acceptable standard in a specific grade shows an adequate understanding of the core knowledge and adequate basic skills essential to that course. A student achieving the standard of excellence consistently shows a deeper understanding of the concepts of the course by demonstrating an ability to integrate information and evaluate it from various points of view.

For each achievement test, the cut scores for the acceptable standard and the standard of excellence are set initially by a standard-setting committee of about 20 teachers using the Modified Angoff Standard Setting or Bookmark Standard Setting Procedures. These procedures use teachers' judgment to determine a minimum number of items a student must answer correctly, the cut score, to achieve each standard. In subsequent years, the cut scores for each test are adjusted through test equating. This ensures the standards remain constant even if test difficulty varies slightly from year to year. Whenever curriculum is revised, the standard-setting process is done again.

Results on provincial achievement tests are calculated and presented on the basis of the total number of students in each grade who demonstrated the standards. Results for mathematics, science and social studies include student results on both English and French versions of the tests. Given the large number of students in each grade (more than 40,000), differences in results from year to year of more than 0.4 percentage points on each test are considered significant.

Not all students write the provincial achievement tests. Achievement test results are not available for students who were absent, who were excused from writing by the superintendent (because participation would be harmful to the student or the student could not respond to the test instrument), who wrote but whose results were withheld or who wrote only one part of the two-part language arts test. It is possible that some of these students, under different circumstances, could have demonstrated achievement of standards on the test.

Participation rates in achievement tests are calculated by dividing the number of students who wrote the test by the sum of total enrolment in the grade plus the ungraded students who are in the corresponding year of schooling.

Provincial overall results present weighted averages based on the number of students achieving standards. Test results and participation are recorded and aggregated in Ministry systems. Provincial, school authority and school results are available at <http://www.education.alberta.ca/admin/testing.aspx>.

Diploma Examinations

Examinations are administered in all diploma examination courses in January, June and August each year. Examinations are administered in three courses in both November and April, for a total of six courses. Results on diploma examinations show how well students are meeting provincial expectations as outlined in the programs of study. Examination items are developed and cut scores established by committees of teachers. The examination design is vetted through committees of stakeholders and by a standard-setting committee of teachers.

A test equating initiative has been phased in for the Diploma Examination Program so that over time examinations are consistent and the results are comparable. Starting in the 2003/2004 school year with Social Studies 30 and 33, the multiple-choice portion of the examinations

contains a set of items common to administrations in subsequent years. By comparing the achievement of students writing in January 2004 with those writing in any subsequent administration on the common items and on the unique items, Alberta Education is able to determine whether or not the examinations are of equal difficulty. Student scores on the subsequent examinations can then be equated back to the January 2004 baseline examinations to remove any influence that differences in examination difficulty may have on student scores. A similar equating process was implemented for Pure Mathematics 30, Chemistry 30 and Physics 30 in January 2005 and for English Language Arts 30-1 and 30-2, Applied Mathematics 30 and Biology 30 in January 2006.

Through equating, all students, regardless of which examination they have written, receive test scores that are based on an identical standard and, consequently, the test results for a particular diploma examination course can be directly compared over time. As a result of implementing the equating process, diploma exam results are comparable over time as follows:

- Social Studies 30 and 33 from 2003/2004 to 2007/2008
- Pure Mathematics 30, Chemistry 30 and Physics 30 from 2004/2005 to 2007/2008
- English Language Arts 30-1 and 30-2, Biology 30 and Applied Mathematics 30 from 2005/2006 to 2007/2008.

Diploma examination results are reported in relation to the acceptable standard and the standard of excellence. Results for mathematics, sciences and social studies include results for both English and French versions of the tests. The overall results present weighted averages based on the numbers of students achieving standards in all diploma

examinations. Students achieving the acceptable standard demonstrate that they have met the basic requirements of the course. A mark of 50% on the examination represents the acceptable standard in a diploma examination course. A mark of 80% on the examination represents the standard of excellence and indicates the student has demonstrated performance significantly beyond the minimum requirements of the course. For student marks in diploma examination courses, the diploma examination mark is worth 50% of the final mark in a course and the school-awarded mark contributes the other 50%.

Diploma examination results are recorded and aggregated in Ministry systems. Provincial, school authority and school results reports are available at <http://www.education.alberta.ca/admin/testing.aspx>.

Diploma Examination Participation Rate

The diploma examination participation rate reports the percentages of students who have written four or more diploma exams within three years of entering Grade 10. The tracking of Grade 10 students in public, separate, francophone, charter and accredited private schools excludes some groups of students, specifically those identified as having a severe cognitive disability or a severe multiple disability and students whose education is not the responsibility of the provincial government. Data for this measure are from Ministry systems. Attrition adjustments are based on estimates from Statistics Canada's *Annual Demographic Statistics, 2006 (R)* (CD-ROM). A more detailed description of the methodology is available at <http://www.education.alberta.ca/departement/ipr/studentoutcomes/diploma.aspx>.

Rutherford Scholarship Eligibility Rate

The Rutherford Scholarship eligibility rate reports the percentages of Grade 12 students in public, separate, francophone, charter and accredited private schools whose marks in specified courses in Grades 10, 11 or 12 qualify them to receive a Rutherford Scholarship should they decide to attend a post-secondary institution.

Students whose education is not the responsibility of the provincial government as well as students who are identified as having a severe cognitive or a severe multiple disability are not included in the Rutherford Scholarship rate.

Data for this measure are from Alberta Education and Alberta Advanced Education and Technology systems. A more detailed description of the methodology along with Rutherford Scholarship eligibility rates for Alberta school jurisdictions is available at: <http://www.education.alberta.ca/departement/ipr/studentoutcomes/rutherford.aspx>.

High School to Post-Secondary Transition Rates

The high school to post-secondary transition rates report the percentages of Alberta students in public, separate, francophone, charter and accredited private schools who, within four and six years of starting Grade 10:

- enrolled in a credit program, part-time or full-time, in an Alberta post-secondary institution
- registered in an apprenticeship program other than the Registered Apprenticeship Program for high school students.

Students are tracked using data from Alberta Education and Alberta Advanced Education and Technology systems. The high school to post-secondary transition rates include adjustments for attrition and for attendance at post-secondary institutions out of province. Attrition adjustments are based on estimates from Statistics Canada's *Annual Demographic Statistics 2006 (R)* (CD-ROM). The

estimate of Alberta students attending post-secondary institutions out of province uses aggregate student counts from Advanced Education and Technology's enrolment and Students Finance systems. Students whose education is not the responsibility of the provincial government, as well as students who are identified as having cognitive disabilities or a severe multiple disability are not included in the high school to post-secondary transition rates.

A detailed description of the methodology, along with post-secondary transition rates for Alberta school jurisdictions, is available at <http://www.education.alberta.ca/departement/ipr/studentoutcomes/transition.aspx>.

Overall Performance of School Jurisdictions

The success of each student is the highest priority of Alberta's K – 12 education system. Ensuring every student learns and every student succeeds requires measurement strategies and results that indicate if this priority is being met. School boards have the responsibility under the *School Act* to provide programs for students, for which they receive funding from the provincial government, and they are accountable for results achieved.

The provisions of the *Government Accountability Act* and the *School Act* lay out planning and reporting expectations for the province's K – 12 education system, which includes school jurisdictions and the Ministry of Education. Under the *Government Accountability Act*, school jurisdictions (public, separate and francophone school authorities) are organizations accountable to the Minister that are required to prepare three-year plans and report results annually in a form and at a time specified by the Minister. In addition, the *School Act* (section 78) requires school boards to have a reporting and accountability system as prescribed by the Minister of Education. Pursuant to these accountability responsibilities, the Minister of Education has established:

- accountability performance measures for school jurisdictions (the Accountability Pillar of the Renewed Funding Framework)
- methodologies for calculating the required accountability measures
- an evaluation methodology for assessing school jurisdiction results on the accountability measures
- reporting requirements for school jurisdictions, which include the results and evaluations on the accountability measures
- conditions, i.e. measure evaluations at certain levels, under which school jurisdictions must take action to improve results and under which the Ministry initiates action.

These requirements are reviewed annually and provided to school jurisdictions each year in the *Guide for Education Planning and Results Reporting*, which is posted at <http://www.education.gov.bc.ca/education014/finance/planning22.asp>. The most recent edition, February 2008, lists the required jurisdiction accountability measures, identifies reporting requirements for school jurisdictions and provides summary information on both the evaluation methodology and the methodology for each measure.

The evaluation methodology applied to school jurisdiction results for the accountability measures assesses school jurisdiction performance on both improvement and achievement. For each measure, an improvement evaluation, an achievement evaluation, and an overall evaluation that combines the improvement and achievement evaluations are provided.

- The improvement evaluation compares the jurisdiction's current result with the jurisdiction's prior three-year average result and results in evaluations of: Improved Significantly, Improved, Maintained, Declined or Declined Significantly.
- The achievement evaluation compares the jurisdiction's result with provincial standards, and results in evaluations of: Very High, High, Intermediate, Low or Very Low.
- The overall evaluation combines the achievement and improvement evaluations and results in evaluations of: Excellent, Good, Acceptable, Issue or Concern. The table below indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The overall evaluations received by jurisdictions in Fall 2008 are summarized in a table on the following page.

- accountability performance measures for school jurisdictions (the Accountability Pillar of the Renewed Funding Framework)
- methodologies for calculating the required accountability measures
- an evaluation methodology for assessing school jurisdiction results on the accountability measures
- reporting requirements for school jurisdictions, which include the results and evaluations on the accountability measures
- conditions, i.e. measure evaluations at certain levels, under which school jurisdictions must take action to improve results and under which the Ministry initiates action.

These requirements are reviewed annually and provided to school jurisdictions each year in the *Guide for Education Planning and Results Reporting*, which is posted at <http://www.education.gov.ab.ca/educationsystem/planning.asp>. The most recent edition, February 2008, lists the required jurisdiction accountability measures, identifies reporting requirements for school jurisdictions and provides summary information on both the evaluation methodology and the methodology for each measure.

The evaluation methodology applied to school jurisdiction results for the accountability measures assesses school jurisdiction performance on both improvement and achievement. For each measure, an improvement evaluation, an achievement evaluation, and an overall evaluation that combines the improvement and achievement evaluations are provided.

- The improvement evaluation compares the jurisdiction's current result with the jurisdiction's prior three-year average result and results in evaluations of: Improved Significantly, Improved, Maintained, Declined or Declined Significantly.
- The achievement evaluation compares the jurisdiction's result with provincial standards, and results in evaluations of: Very High, High, Intermediate, Low or Very Low.
- The overall evaluation combines the achievement and improvement evaluations and results in evaluations of: Excellent, Good, Acceptable, Issue or Concern. The table below indicates how the achievement and improvement evaluations are combined to arrive at an overall evaluation for each measure.

	Achievement				
Improvement	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Issue
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

The overall evaluations received by jurisdictions in Fall 2008 are summarized in a table on the following page.

Fall 2008 School Jurisdiction Overall Evaluations by Measure and Level

Measure		Excellent	Good	Acceptable	Issue	Concern
Overall Quality of Education	number	13	30	14	5	0
	percentage	21.0%	48.4%	22.6%	8.1%	0.0%
Broad Program of Studies	number	10	28	16	8	0
	percentage	16.1%	45.2%	25.8%	12.9%	0.0%
Safe and Caring Schools	number	12	37	10	3	0
	percentage	19.4%	59.7%	16.1%	4.8%	0.0%
Drop Out Rate	number	8	16	18	19	1
	percentage	12.9%	25.8%	29.0%	30.6%	1.6%
High School Completion Rate (3-year)	number	8	21	22	10	0
	percentage	13.1%	34.4%	36.1%	16.4%	0.0%
Provincial Achievement Tests: Acceptable	number	0	13	21	24	4
	percentage	0.0%	21.0%	33.9%	38.7%	6.5%
Provincial Achievement Tests: Excellence	number	2	20	24	15	1
	percentage	3.2%	32.3%	38.7%	24.2%	1.6%
Diploma Examinations: Acceptable	number	5	9	25	20	3
	percentage	8.1%	14.5%	40.3%	32.3%	4.8%
Diploma Examinations: Excellence	number	6	14	14	23	5
	percentage	9.7%	22.6%	22.6%	37.1%	8.1%
Diploma Exam Participation Rate (4+ exams)	number	6	16	20	17	2
	percentage	9.8%	26.2%	32.8%	27.9%	3.3%
Rutherford Scholarship Eligibility Rate	number	8	32	17	4	1
	percentage	12.9%	51.6%	27.4%	6.5%	1.6%
Post-Secondary Transition Rate (6-year)	number	21	19	15	6	0
	percentage	34.4%	31.1%	24.6%	9.8%	0.0%
Work Preparation	number	7	46	7	1	1
	percentage	11.3%	74.2%	11.3%	1.6%	1.6%
Citizenship	number	14	33	11	4	0
	percentage	22.6%	53.2%	17.7%	6.5%	0.0%
Parental Involvement	number	10	21	23	7	1
	percentage	16.1%	33.9%	37.1%	11.3%	1.6%
School Improvement	number	12	28	11	10	1
	percentage	19.4%	45.2%	17.7%	16.1%	1.6%

Note: Some of the number rows do not add to 62 because a few very small jurisdictions had insufficient data to evaluate the measure

More information on the evaluation methodology is available at <http://www.education.gov.ab.ca/accountability/pdf/EvaluationMethodology.pdf>.

The K – 12 system evaluation measure is based on the overall evaluations of each school jurisdiction on the accountability measures and is calculated by determining the percentages of school jurisdictions with an overall evaluation of Good or Excellent on each measure.

The jurisdiction accountability measures are aligned with the Ministry's goals, outcomes and performance measures as reported in this annual report. However, the jurisdiction accountability measures differ slightly in some instances from Ministry measures, as indicated in the table on the following page.

Accountability Pillar Measure	Difference from Corresponding Ministry Measure
Overall Quality of Education	Data source is Accountability Pillar surveys
Broad Program of Studies	Data source is Accountability Pillar surveys
Safe and Caring Schools	Data source is Accountability Pillar surveys
Drop out Rate	No difference
High School Completion Rate	3-year rate is used as the measure instead of the 5-year rate
Provincial Achievement Tests: Acceptable	Overall result, on which the evaluation is based, excludes
Provincial Achievement Tests: Excellence	Grade 9 Science
Diploma Examinations: Acceptable	No difference
Diploma Examinations: Excellence	
Diploma Exam Participation Rate (4+ Exams)	No difference
Rutherford Scholarship Eligibility Rate	No difference
Post-Secondary Transition Rate	4-year rate was used as the measure instead of the 6-year rate in 2006 and 2007; 6-year rate used starting in 2008
Work Preparation	Data source is Accountability Pillar surveys
Citizenship	Data source is Accountability Pillar surveys
Parental Involvement	Data source is Accountability Pillar surveys
School Improvement	Data source is Accountability Pillar surveys

Each year surveys are administered online in each school to all teachers and all students in Grades 4, 7 and 10 and by mail to parents of Grades 4, 7 and 10 students. Jurisdiction results are compiled for each grade and respondent group and overall. The evaluation methodology is applied to the jurisdiction's overall results for each survey measure. There was sufficient data to evaluate the survey measures for the first time in 2007.

The methodologies for the student achievement and direct measures, i.e., dropout rates, high school completion rates, provincial achievement tests, diploma examinations, diploma examination participation rates, Rutherford Scholarship eligibility rates and post-secondary transition rates, are described in the methodology of each of these measures earlier in this section (Endnote C) of the annual report.

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Ministry of Education
Consolidated Financial Statements
March 31, 2008

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Auditor's Report

To the Members of the Legislative Assembly

I have audited the consolidated statement of financial position of the Ministry of Education as at March 31, 2008 and the consolidated statements of operations and cash flows for the year then ended. These consolidated financial statements are the responsibility of the Ministry's management. My responsibility is to express an opinion on these consolidated financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these consolidated financial statements present fairly, in all material respects, the financial position of the Ministry as at March 31, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Edmonton, Alberta
May 21, 2008

 FCA
Auditor General

Ministry of Education Consolidated Statement of Operations

Year ended March 31, 2008

	(in thousands)		
	2008		2007
	Budget	Actual	Actual
	(Schedule 3)		(Restated see Note 3)
Revenues (Schedule 1)			
Education Property Taxes	\$ 1,378,000	\$ 1,392,930	\$ 1,330,416
Internal Government Transfers	129,100	129,100	129,100
Transfers from the Government of Canada	-	9,166	13,401
Sale of Learning Resources	32,000	37,592	27,178
Increase in Equity in School Jurisdictions (Schedule 9)	-	125,681	32,333
Premiums, Fees, Licenses	2,836	3,362	3,504
Other Revenue	1,800	6,002	3,195
	<u>1,543,736</u>	<u>1,703,833</u>	<u>1,539,127</u>
Expenses - Directly Incurred			
Operating Support to School Jurisdictions	4,172,639	4,233,059	3,979,050
Teachers' Pension (Note 11a)	215,048	149,522	210,073
Basic Education Programs	87,113	98,029	85,662
Accredited Private Schools	144,353	141,775	144,023
School Facilities	934,811	1,036,939	973,298
	<u>5,553,964</u>	<u>5,659,324</u>	<u>5,392,106</u>
Less: Property Tax Support to Opted-Out Separate School Boards (Schedule 4)	<u>(178,000)</u>	<u>(176,096)</u>	<u>(172,177)</u>
Total Support to Basic Education	<u>5,375,964</u>	<u>5,483,228</u>	<u>5,219,929</u>
Ministry Support Services	25,804	27,629	25,035
Program Delivery Support Services	60,299	60,583	61,138
Total Expense Before Interest on Advances	<u>5,462,067</u>	<u>5,571,440</u>	<u>5,306,102</u>
Interest on Advances from General Revenues	<u>6,200</u>	<u>6,694</u>	<u>6,219</u>
Total Expenses	<u>5,468,267</u>	<u>5,578,134</u>	<u>5,312,321</u>
(Loss) on Disposal of Tangible Capital Assets	-	(2)	(1)
Net Operating Result	<u>\$ (3,924,531)</u>	<u>\$ (3,874,303)</u>	<u>\$ (3,773,195)</u>

The accompanying notes and schedules are part of these financial statements.

Ministry of Education

Consolidated Statement of Financial Position

As at March 31, 2008

	(in thousands)	
	2008	2007
		(Restated see Note 3)
Assets		
Cash and Cash Equivalents (Note 4)	\$ 48,045	\$ 37,198
Accounts Receivable (Note 4)	32,003	36,744
Inventory	7,023	6,900
Equity in School Jurisdictions (Schedule 9)	537,756	412,075
Tangible Capital Assets (Note 5)	6,483	8,496
	<u>\$ 631,310</u>	<u>\$ 501,413</u>
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	\$ 129,273	\$ 29,780
Allowance for Assessment Adjustments and Appeals	1,465	1,903
Teachers' Pension Obligation (Note 11a)	79,327	127,188
	<u>210,065</u>	<u>158,871</u>
Net Assets		
Net Assets at Beginning of Year	342,542	295,307
Net Operating Result	(3,874,303)	(3,773,195)
Net Financing Provided from General Revenues	3,953,006	3,820,430
	<u>421,245</u>	<u>342,542</u>
Net Assets at End of Year	<u>\$ 631,310</u>	<u>\$ 501,413</u>

The accompanying notes and schedules are part of these financial statements.

Ministry of Education

Consolidated Statement of Cash Flows

Year ended March 31, 2008

	(in thousands)	
	2008	2007
		(Restated see Note 3)
Operating Transactions		
Net Operating Result	\$ (3,874,303)	\$ (3,773,195)
Non-Cash Items included in Net Operating Result		
Increase in Equity in School Jurisdictions	(125,681)	(32,333)
Amortization	1,790	2,227
Loss on Disposal of Tangible Capital Assets	2	1
Valuation Adjustments	(47,489)	22,908
	(4,045,681)	(3,780,392)
Decrease (Increase) in Accounts Receivable	4,716	(16,511)
(Increase) in Inventory	(123)	(584)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	99,146	(25,614)
(Decrease) in Allowance for Assessment Adjustments and Appeals	(438)	(827)
Total Cash Applied to Operating Transactions	(3,942,380)	(3,823,928)
Capital Transactions		
Net Tangible Capital Assets Transferred to Other Ministries	1,980	-
Acquisition of Tangible Capital Assets (Schedule 5)	(1,759)	(955)
Total Cash Applied to Capital Transactions	221	(955)
Financing Transactions		
Net Financing Provided from General Revenues	3,953,006	3,820,430
Increase (Decrease) in Cash	10,847	(4,453)
Cash and Cash Equivalents, Beginning of Year	37,198	41,651
Cash and Cash Equivalents, End of Year	<u>\$ 48,045</u>	<u>\$ 37,198</u>

The accompanying notes and schedules are part of these financial statements.

Ministry of Education

Notes to the Consolidated Financial Statements

March 31, 2008

NOTE 1 AUTHORITY AND PURPOSE

The Ministry of Education has been designated as responsible for various Acts by the *Government Organization Act*, Chapter G-10, Revised Statutes of Alberta 2000 and its regulations. To fulfill these responsibilities, the Minister administers the organizations listed below. The authority under which each organization operates is also listed. Together, these organizations form the Ministry of Education.

Organization	Authority
The Department of Education	<i>Government Organization Act</i>
Alberta School Foundation Fund	<i>School Act</i>
School Jurisdictions (listed in Schedule 4)	<i>School Act</i>

The mission of the Ministry of Education, through its leadership and work with stakeholders, is to ensure that students attain the knowledge and skills required for lifelong learning, work and citizenship.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES

These financial statements are prepared primarily in accordance with Canadian generally accepted accounting principles for the public sector as recommended by the Public Sector Accounting Board (PSAB) of the Canadian Institute of Chartered Accountants. The PSAB financial statements presentation standard for government financial statements has been modified to more appropriately reflect the nature of the Ministry.

(a) Reporting Entity and Method of Consolidation

The reporting entity is the Ministry of Education, for which the Minister of Education is accountable. These financial statements include the activities of the Department of Education, the Alberta School Foundation Fund and school jurisdictions (public and separate boards, francophone authorities and charter schools).

The accounts of the Department and the Alberta School Foundation Fund are fully consolidated on a line-by-line basis. There were no revenue or expense transactions, capital, investing or financing transactions or related asset or liability accounts between these entities to be eliminated.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES (CONTINUED)

(a) Reporting Entity and Method of Consolidation (continued)

The accounts of the school jurisdictions are included on the modified equity basis, the equity being computed in accordance with Canadian generally accepted accounting principles applicable to not-for-profit organizations. Under the modified equity method, the accounting policies of the school jurisdictions are not adjusted to conform with those of the Ministry. No revenue or expense transactions or related asset or liability balances between the Ministry and the school jurisdictions, or between school jurisdictions, have been eliminated.

The PSAB has issued standards that require controlled entities to be fully consolidated line-by-line. In a transition period to March 31, 2008, the Ministry is permitted to use the modified equity method of accounting.

The year end for the school jurisdictions is August 31. Transactions of school jurisdictions that have occurred during the period September 1, 2007 to March 31, 2008 and that significantly affect the consolidated accounts have been recorded.

The Ministry's annual report for the year ended March 31, 2008 includes summary financial information compiled from the school jurisdictions' audited financial statements for the year ended August 31, 2007.

(b) Basis of Financial Reporting

Revenues

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recorded as unearned revenue and included in accounts payable and accrued liabilities.

Internal Government Transfers

Internal government transfers are transfers between entities within the government reporting entity where the entity making the transfer does not receive any goods or services directly in return.

Transfers from the Government of Canada

Transfers from the Government of Canada are recognized as revenue when authorized by federal legislation or federal/provincial agreements, eligibility criteria if any are met and a reasonable estimate of the amounts can be made. Overpayments relating to entitlements and transfers received before revenue recognition criteria have been met are included in accounts payable and accrued liabilities.

Previously, agreements to deliver French Language Programs were treated as "Payments Under Agreement" between the Federal Government and school jurisdictions. Commencing with the fiscal year ended March 31, 2008 these arrangements are treated as agreements between the Federal Government and the Ministry, and the receipts and payments recorded as revenues and expenses of the Ministry. The March 31, 2007 comparative figures have been restated.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES (CONTINUED)

(b) Basis of Financial Reporting (continued)

Expenses

Directly Incurred

Directly incurred expenses are those costs for which the Ministry has primary responsibility and accountability as reflected in the government's budget documents.

In addition to program operating expenses such as salaries and supplies, directly incurred expenses also include:

- amortization of tangible capital assets
- pension costs which comprise the cost of government contributions for teachers of public and separate school jurisdictions and employer contributions for service of employees during the year
- valuation adjustments which include changes in the valuation allowances used to reflect financial assets at their net recoverable or other appropriate value. Valuation adjustments also represent the change in management's estimate of future payments arising from obligations relating to vacation pay and teachers' pension.

Grants are recognized as expenses when authorized and eligibility criteria, if any, are met and a reasonable estimate of the amounts can be made.

Incurred by Others

Services contributed by other entities in support of Ministry operations are disclosed in Schedule 7, and allocated to programs to show full cost of services in Schedule 8.

Assets

Financial assets of the Ministry include financial claims, such as advances to and receivables from other organizations, employees and other individuals as well as inventories held for resale. Inventories held for resale are valued at the lower of cost and estimated net realizable value.

Tangible capital assets of the Ministry are recorded at cost and amortized on a straight-line basis over the estimated useful lives of the assets. The threshold for capitalizing new systems development is \$100,000 and the threshold for all other tangible capital assets is \$5,000.

Liabilities

Liabilities represent obligations resulting from events and transactions occurring prior to the end of fiscal year. The settlement of liabilities will result in the sacrifice of economic benefits in the future.

Net Assets

Net assets represents the difference between the carrying value of the assets held by the Ministry and its liabilities.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES (CONTINUED)

(c) Basis of Financial Reporting (continued)

Net Assets (continued)

The net assets of the Alberta School Foundation Fund are restricted by section 176(1) of the *School Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or to refund municipalities for overpayments made to the Fund.

Measurement Uncertainty

Measurement uncertainty exists when there is significant variance between the recognized or disclosed amount and another reasonably possible amount. The teachers' pension obligation is subject to measurement uncertainty because actual experience may vary from the assumptions used in the calculation. Note 11 discloses information on the Teachers' Pension Plan.

NOTE 3 PROGRAM TRANSFERS

School Capital Planning

Based on an Order in Council (O.C. 70/2008) dated January 30, 2008, responsibility for the School Capital Planning Function was transferred from the responsibility of the Minister of Infrastructure and Transportation to the Minister of Education. The March 31, 2007 figures have been restated to give retroactive effect to these changes.

Transfer of Pre-1992 Teachers' Pension Obligation

Effective April 1, 2007, Alberta Finance assumed the unfunded liability and past service contributions for the portion of the plan related to service credited prior to September 1, 1992. Previously, this portion of the plan was funded by Alberta Education and the teachers. The March 31, 2007 figures have been restated to give retroactive effect to these changes.

The following is a summary of the effect of the reporting changes on the 2006/2007 Ministry Financial Statements:

March 31, 2007 Restatement	(in thousands)			
	As Previously Reported	School Capital Planning Transfer	Past Service Pension Contribution	As Pension Obligations Restated
Teachers' Pension Obligation	<u>\$ 4,567,146</u>			<u>\$ 4,439,958</u> <u>\$ 127,188</u>
Net Assets (Liabilities) at March 31, 2006	<u>\$ (4,023,837)</u>	-	-	<u>\$ 4,319,144</u> <u>\$ 295,307</u>
Net Operating Result	<u>(4,046,233)</u>	<u>(304)</u>	<u>152,528</u>	<u>120,814</u> <u>(3,773,195)</u>
Net Financing from General Revenue	<u>3,972,654</u>	<u>304</u>	<u>(152,528)</u>	<u>-</u> <u>3,820,430</u>
Net Assets (Liabilities) at March 31, 2007	<u>\$ (4,097,416)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,439,958</u> <u>\$ 342,542</u>

NOTE 4 CASH AND ACCOUNTS RECEIVABLE

Cash and Cash Equivalents

Cash and Cash Equivalents includes a Canadian dollar operating account, accountable advances and the Consolidated Cash Investment Trust Fund (CCITF). The CCITF is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2008, securities held by the Fund have an average effective market yield of 4.81 per cent per annum (2007 – 4.36 per cent).

Accounts Receivable

	(in thousands)		
	2008		2007
	Accounts Receivable	Allowance for Doubtful Accounts	Net Amount
Government of Canada	\$ 9,372	\$ -	\$ 9,372
School Jurisdictions	2,876	-	2,876
Requisitions from Municipalities	18,109	-	18,109
Other	1,727	81	1,646
	<u>\$ 32,084</u>	<u>\$ 81</u>	<u>\$ 32,003</u>
			<u>\$ 36,744</u>

Accounts receivable are non-interest bearing, unsecured and reported at their net realizable value.

NOTE 5 TANGIBLE CAPITAL ASSETS

	(in thousands)		
	2008		2007
	Equipment	Computer Hardware and Software	Total
Estimated Useful Life	3-10 years	5 years	
Historical Cost			
Beginning of year	\$ 3,521	\$ 17,067	\$ 20,588
Additions	188	1,571	1,759
Disposals, including write-downs	(18)	(2,492)	(2,510)
End of year	<u>\$ 3,691</u>	<u>\$ 16,146</u>	<u>\$ 19,837</u>
			<u>\$ 20,588</u>
Accumulated Amortization			
Beginning of year	\$ 1,549	\$ 10,543	\$ 12,092
Amortization expense	235	1,555	1,790
Effect of Disposal	(18)	(510)	(528)
End of year	<u>\$ 1,766</u>	<u>\$ 11,588</u>	<u>\$ 13,354</u>
			<u>\$ 12,092</u>
Net Book Value at March 31	<u>\$ 1,925</u>	<u>\$ 4,558</u>	<u>\$ 6,483</u>
			<u>\$ 8,496</u>

NOTE 6 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	(in thousands)	
	2008	2007
Accounts Payable	\$ 28,692	\$ 2,176
Accrued Liabilities		
- Vacation	5,507	5,160
- Grants to School Jurisdictions	65,542	6,132
- Other	28,512	15,896
Unearned Revenue	1,020	416
	<u>\$ 129,273</u>	<u>\$ 29,780</u>

NOTE 7 VALUATION OF FINANCIAL ASSETS AND LIABILITIES

Fair value is the amount of consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities are estimated to approximate their carrying values because of the short-term nature of these instruments.

NOTE 8 CONTRACTUAL OBLIGATIONS

Contractual Obligations are obligations to others that will become liabilities when the terms of the contract or agreement are met.

	(in thousands)	
	2008	2007
Capital Construction Costs	\$ 502,381	\$ 596,126
Other Grants	5,206	8,901
Information Technology Development	3,885	1,933
Service Contracts	17,568	3,433
Long-term Leases	1,284	2,272
	<u>\$ 530,324</u>	<u>\$ 612,665</u>

Capital construction grants are for capital projects approved for school jurisdictions. The aggregate amounts committed for the unexpired terms of the contractual obligations are as follows:

NOTE 8 CONTRACTUAL OBLIGATIONS (CONTINUED)

(in thousands)						
	Capital Construction Costs	Other Grants	Information Technology Development	Service Contracts	Long-term Leases	Total
2009	\$ 312,229	\$ 2,400	\$ 3,885	\$ 13,464	\$ 435	\$ 332,413
2010	102,061	2,591	-	2,998	352	108,002
2011	27,548	215	-	460	291	28,514
2012	34,506	-	-	369	206	35,101
2013	26,037	-	-	257	-	26,294
	<u>\$ 502,381</u>	<u>\$ 5,206</u>	<u>\$ 3,885</u>	<u>\$ 17,568</u>	<u>\$ 1,284</u>	<u>\$ 530,324</u>

Pursuant to a Memorandum of Agreement entered into with the Alberta Teachers' Association, the Ministry has committed to provide additional funding for teacher salary increases of 3 per cent for the period ending August 31, 2008. For the remaining four years of the agreement, the Ministry is committed to funding teacher salary increases in accordance with the year-over-year increase to the Alberta Average Weekly Earnings Index.

Environmental Liability

The Ministry provides funding for the removal of hazardous materials from school buildings as required by environmental legislation when schools are renovated, upgraded, modernized or demolished (when the site will be re-used for a school building). The amount of the environmental liability cannot be estimated because schools containing hazardous materials have not been identified, and the dates that the hazardous materials would be removed are unknown.

NOTE 9 CONTINGENT LIABILITIES (in thousands)

Contingent Liabilities are possible obligations that may result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Ministry has entered into indemnity agreements with school jurisdictions that have been named in residential school claims. The resulting loss, if any, from these indemnity agreements cannot be determined.

At March 31, 2008, the Ministry is a defendant in four legal claims (2007 – five legal claims). Two of these claims have specified amounts totaling \$94,650 and the remaining two have no specified amount (2007 – three claims with a specified amount of \$94,507 and two with no specified amount). One claim amounting to \$94,350 (2007 – \$94,350) is partly covered by the Alberta Risk Management Fund because it relates to historical claims with alleged losses dating before establishment of the Fund. The probable total loss from these claims cannot be estimated.

The Ministry is also involved in a case being heard by the Copyright Board of Canada. The potential loss, if any, is undeterminable at this time.

NOTE 9 CONTINGENT LIABILITIES (CONTINUED)

(in thousands)

At March 31, 2008 a potential loss to the Ministry in excess of \$1,000 (2007 – \$300,000) exists as a result of outstanding property assessment appeals before the Municipal Government Board and/or at various stages in the legal system. The probability of loss resulting from these claims cannot be determined.

NOTE 10 TRUST FUNDS UNDER ADMINISTRATION OR OVERSIGHT

The Ministry administers or oversees trust funds that are regulated funds consisting of public money over which the Legislature has no power of appropriation. Because the Province has no equity in the assets of the funds they are not included in the Ministry's financial statements.

	(in thousands)	
	2008	2007
	Total Assets	Total Assets
Education Gifts and Bequests Fund	\$ 210	\$ 199
Alberta Teachers' Retirement Fund	4,538,000	3,979,000
	<u>\$ 4,538,210</u>	<u>\$ 3,979,199</u>

NOTE 11 DEFINED BENEFIT PLANS

(a) Teachers' Pension Plan

The Alberta Teachers' Retirement Fund Board (ATRFB) is trustee and administrator of the Teachers' Pension Plan. The ATRFB operates under the authority of the *Teachers' Pension Plans Act*. The *Act* requires all teachers under contract with public and separate school jurisdictions in Alberta to contribute to the Teachers' Pension Plan. Alberta Education is responsible for a portion of the unfunded liability and current costs for service after 1992. Alberta Finance is responsible for the pre-1992 portion of the plan.

The plan's obligation for pension benefits is based upon actuarial valuations performed at least triennially using the projected benefit method prorated on service. The latest actuarial valuation was performed on August 31, 2006. The valuation indicated a deficiency of net assets over the actuarial value of accrued pension benefits. The unfunded liability was extrapolated to March 31, 2008.

NOTE 11 DEFINED BENEFIT PLANS (CONTINUED)

(a) Teachers' Pension Plan (continued)

	(in millions)				
	Plan Total	Alberta Finance	Teachers' Portion	Alberta Education	
				2008	2007 Restated
Actuarial Asset Value	\$ 4,538	\$ (844)	\$ 2,691	\$ 2,691	\$ 2,313
Actuarial Liabilities	(11,676)	(5,882)	(2,903)	(2,891)	(2,590)
Unamortized Deferred (Gain) Loss	71	(50)	-	121	150
Teachers' Pension Obligation	<u>\$ (7,067)</u>	<u>\$ (6,776)</u>	<u>\$ (212)</u>	<u>\$ (79)</u>	<u>\$ (127)</u>

The August 31, 2006 valuation and March 31, 2008 extrapolation were based on economic assumptions, including a 7.25 per cent per annum long-term rate of return on fund assets consisting of a 4.25 per cent real rate of return and price inflation of 3.0 per cent.

The actual return on plan assets was 11.7 per cent for the year ending August 31, 2007 (2006 - 7.6 per cent). Demographic assumptions used in the valuation reflect the experience of the plan.

The assumptions used in the valuation and extrapolation are based on the Alberta Teachers' Retirement Fund Board management's best estimates of future events. The plan's future experience will vary from the assumptions. Any differences between the actuarial assumptions and future experience will emerge as gains or losses in future valuations.

Under the *Teachers' Pension Plans Act*, for service after August 1992, the Province funds 50 per cent of the unfunded liability, any current service costs and certain cost-of-living benefits.

In the Statement of Operations, contributions by Alberta Education towards current service in the Alberta Teachers' Pension Plan are included in voted expenses. The increase in the Province's share of the unfunded liability is shown as statutory expense.

	(in the thousands)	
	2008	2007 Restated
Current Service Contribution	\$ 197,383	\$ 187,585
Pension Valuation Adjustment	(47,861)	22,488
Total Teachers' Pension Expense	<u>\$ 149,522</u>	<u>\$ 210,073</u>

The valuation adjustment has been recorded to recognize the estimated impact on the unfunded obligation of the estimated changes in the value of the plan's assets and amortization of experience gains and losses.

NOTE 11 DEFINED BENEFIT PLANS (CONTINUED)

(a) Teachers' Pension Plan (continued)

The financial statements of the Alberta Teachers' Retirement Fund Board provide further information on this defined benefit plan. The Ministry's annual report for the year ended March 31, 2008 includes financial information compiled from Alberta Teachers' Retirement Fund Board audited financial statements for the year ended August 31, 2007.

Effective April 1, 2007 Alberta Finance assumed responsibility for the employer-contributor funding related to the unfunded liability for pensionable service credited before September 1992. Prior to April 1, 2007 these contributions were funded in the ratio of 67.35 per cent by Alberta Education and 32.65 per cent by the teachers. The March 31, 2007 figures have been restated to give retroactive effect to these changes.

On November 21, 2007 Treasury Board agreed to move the liability and funding of the pre-1992 portion of the Alberta Teachers' Retirement Fund from Education to Finance. The Government of Alberta portion of the liability that was transferred as of April 1, 2007 was \$4,440 million.

(b) Other Defined Pension Plans

(in thousands)

The Ministry participates in the multi-employer Management Employees Pension Plan and Public Service Pension Plan. The Ministry also participates in the multi-employer Supplementary Retirement Plan for Public Service Managers. The expense for these pension plans is equivalent to the annual contributions of \$5,952 for the year ended March 31, 2008 (2007 – \$5,563).

At December 31, 2007 the Management Employees Pension Plan reported a deficiency of \$84,341 (2006 – deficiency \$6,765) and the Public Service Pension Plan reported a deficiency of \$92,070 (2006 – surplus \$153,024). At December 31, 2007 the Supplementary Retirement Plan for Public Service Managers had a surplus of \$1,510 (2006 – surplus \$3,698).

The Ministry also participates in two multi-employer Long Term Disability Income Continuance Plans. At March 31, 2008 the Bargaining Unit Plan reported an actuarial deficiency of \$6,319 (2007 – surplus \$153) and the Management, Opted-Out and Excluded Plan an actuarial surplus of \$7,874 (2007 – surplus \$10,148). The expense for these two plans is limited to the employer's annual contributions for the year.

NOTE 12 COMPARATIVE FIGURES

Certain 2007 figures have been reclassified to conform to the 2008 presentation.

NOTE 13 APPROVAL OF FINANCIAL STATEMENTS

The financial statements were approved by the Senior Financial Officer and the Deputy Minister.

Ministry of Education Schedules to the Financial Statements

For the Year ended March 31, 2008

Schedule 1

Ministry Revenues

	(in thousands)		2007 Actual
	2008 Budget	Actual	
Education Property Taxes	\$ 1,378,000	\$ 1,392,930	\$ 1,330,416
Internal Government Transfers			
Lottery Fund	129,100	129,100	129,100
Transfers from the Government of Canada	-	9,166	13,401
Sales of Learning Resources			
Learning Resources Centre	32,000	37,592	27,178
Increase in Equity in School Jurisdictions (Schedule 9)	-	125,681	32,333
Premiums, Fees and Licences			
High School Transcripts	900	906	898
Teacher Certificate Fees	725	949	909
Diploma Exam Rewrite Fees	1,190	1,479	1,673
Miscellaneous Fees	21	28	24
	2,836	3,362	3,504
Other Revenue			
Investment Income	300	456	385
Refunds of Expenditure	1,500	5,417	2,785
Miscellaneous	-	129	25
	1,800	6,002	3,195
Total Revenues	<u>\$ 1,543,736</u>	<u>\$ 1,703,833</u>	<u>\$ 1,539,127</u>

Schedule 2

Expenses – Directly Incurred by Object

	(in thousands)		
	2008		2007
	Budget	Actual	Actual
			(Restated see Note 3)
Grants			
School Jurisdictions (Schedule 4)	\$ 4,929,450	\$ 5,093,014	\$ 4,799,146
Teachers' Pension	200,411	197,383	187,585
Private Schools	144,353	144,530	146,248
Other	20,560	26,102	9,685
	5,294,774	5,461,029	5,142,664
Salaries, Wages and Employee Benefits	63,013	63,860	59,894
Supplies and Services	88,380	91,819	78,254
Amortization of Tangible Capital Assets	1,193	1,790	2,227
Valuation Adjustments	14,637	(47,489)	22,908
Interest on Advances from General			
Revenues and Other Expenses	6,270	7,125	6,470
	5,468,267	5,578,134	5,312,417
Less:			
Recoveries from Support Services			
Arrangement with Related Parties	-	-	(96)
Total Expenses	\$ 5,468,267	\$ 5,578,134	\$ 5,312,321

Schedule 3

Ministry Budget

(in thousands)					
	2007-2008 Estimates	Adjustments (a)	2007-2008 Budget	Authorized Supple- mentary (b)	2007-2008 Authorized Budget
Revenues					
Education Property Taxes	\$ 1,378,000	\$ -	\$ 1,378,000	\$ -	\$ 1,378,000
Internal Government Transfers	129,100	-	129,100	-	129,100
Transfers from the Government of Canada	-	10,325	10,325	-	10,325
Sales of Learning Resources	32,000	5,000	37,000	-	37,000
Premiums, Fees and Licenses	2,836	-	2,836	-	2,836
Investment Income	300	-	300	-	300
Other Revenue	1,500	-	1,500	-	1,500
	<u>1,543,736</u>	<u>15,325</u>	<u>1,559,061</u>	<u>-</u>	<u>1,559,061</u>
Expenses - Directly Incurred					
Operating Support to School Jurisdictions	4,172,639	-	4,172,639	63,500	4,236,139
Teachers' Pension (c)	215,048	-	215,048	-	215,048
Basic Education Programs	87,113	14,615	101,728	-	101,728
Accredited Private Schools	144,353	-	144,353	-	144,353
School Facilities (d)	934,811	-	934,811	97,300	1,032,111
Less: Property Tax Support to Opted-out Separate School Boards	<u>(178,000)</u>	<u>-</u>	<u>(178,000)</u>	<u>-</u>	<u>(178,000)</u>
Total Support to Basic Education	5,375,964	14,615	5,390,579	160,800	5,551,379
Ministry Support Services	25,804	-	25,804	500	26,304
Program Delivery Support Services (e)	60,299	-	60,299	1,100	61,399
Total Expenses before Interest on Advances	<u>5,462,067</u>	<u>14,615</u>	<u>5,476,682</u>	<u>162,400</u>	<u>5,639,082</u>
Interest on Advances	6,200	494	6,694	-	6,694
Total Expenses	<u>5,468,267</u>	<u>15,109</u>	<u>5,483,376</u>	<u>162,400</u>	<u>5,645,776</u>
Net Operating Results	<u>\$ (3,924,531)</u>	<u>\$ 216</u>	<u>\$ (3,924,315)</u>	<u>\$ (162,400)</u>	<u>\$ (4,086,715)</u>
Equipment/Inventory Purchases	<u>\$ 1,125</u>	<u>\$ 710</u>	<u>\$ 1,835</u>	<u>\$ -</u>	<u>\$ 1,835</u>
Non-Budgetary Disbursements	<u>\$ 1,000</u>	<u>\$ -</u>	<u>\$ 1,000</u>	<u>\$ -</u>	<u>\$ 1,000</u>

(a) Adjustments reflect Treasury Board approved changes to the authorized budget.

(b) Treasury Board approval is pursuant to section 24(2) of the *Financial Administration Act*. Supplementary Estimates of \$110.4 million were approved in November 2007. This includes \$97.3 million for school maintenance and renewal and modular classrooms, \$11.5 million for a monthly allowance to assist in attracting and retaining Fort McMurray teachers and support staff, and \$1.6 million for the salary settlements for provincial employees. An additional supplementary estimate of \$52 million was tabled in January 2008 and approved in April 2008 to fund one-time payments of \$1,500 to teachers as outlined in the Government-Alberta Teachers' Association Memorandum of Agreement reached in January 2008.

(c) Pursuant to AR23/2008, the appropriation of \$181.694 million associated with responsibility for the Teachers' Pension Plan for the period ending August 31, 1992 was transferred from the Ministry of Education to the Ministry of Finance. An additional \$124.175 million was transferred for the provision for the Teachers' Pension Plan.

(d) 2007/2008 estimates were revised to record the transfer of \$9.856 million from Infrastructure and Transportation pursuant to the *Appropriation Act, 2007*, section 5(1)(a) for emerging capital purposes and section 5(4)(a) for infrastructure planning purposes.

(e) Pursuant to AR 23/2008, \$313 thousand was transferred from Infrastructure and Transportation to Education for employees associated with the transfer of Capital Planning.

Schedule 4

Ministry Funding Provided to School Jurisdictions

	(in thousands)				
	Funding Framework (a)(e)	School Facilities Infrastructure (b)	Provincial Initiatives (c)	Opted-Out Separate Boards (d)	Ministry Total
School Boards Included in These Financial Statements					
Aspen View Regional Division No. 19	\$ 30,139	\$ 819	\$ 1,499	\$ -	\$ 32,457
Battle River Regional Division No. 31	58,928	2,280	2,983	-	64,191
Black Gold Regional Division No. 18	62,459	3,281	5,295	-	71,035
Buffalo Trail Regional Division No. 28	41,526	1,373	2,127	-	45,026
Calgary Roman Catholic Separate School District No. 1	311,312	45,248	43,668	(76,319)	323,909
Calgary School District No. 19	743,516	86,221	55,080	-	884,817
Canadian Rockies Regional Division No. 12	16,770	6,242	1,577	-	24,589
Chinook's Edge School Division No. 73	82,518	7,922	5,948	-	96,388
Christ the Redeemer Catholic Separate Regional Division No. 3	49,872	14,352	2,422	(4,164)	62,482
Clearview School Division No. 71	23,398	10,726	898	-	35,022
East Central Alberta Catholic Separate Schools Regional Division No. 16	17,687	346	931	(976)	17,988
East Central Francophone Education Regional No. 3	7,948	790	661	-	9,399
Edmonton Catholic Separate School District No. 7	244,209	28,680	26,905	(47,751)	252,043
Edmonton School District No. 7	600,434	121,379	40,372	-	762,185
Elk Island Catholic Separate Regional Division No. 41	43,500	1,710	4,151	(5,868)	43,493
Elk Island Public Schools Regional Division No. 14	122,739	7,240	15,594	-	145,573
Evergreen Catholic Separate Regional Division No. 2	23,145	1,850	2,423	(3,399)	24,019
Foothills School Division No. 38	51,266	1,773	5,076	-	58,115
Fort McMurray Roman Catholic Separate School District No. 32	39,918	5,282	1,889	(863)	46,226
Fort McMurray School District No. 2833	49,148	11,050	3,768	-	63,966
Fort Vermillion School Division No. 52	31,664	5,829	2,458	-	39,951
Golden Hills School Division No. 75	47,841	970	3,818	-	52,629
Grande Prairie Public School District No. 2357	49,251	25,558	6,877	-	81,686
Grande Prairie Roman Catholic Separate School District No. 28	29,207	19,027	2,110	(3,509)	46,835
Grande Yellowhead Regional Division No. 35	43,250	2,203	4,802	-	50,255
Grasslands Regional Division No. 6	29,843	11,801	1,758	-	43,402
Greater North Central Francophone Education Region No. 2	26,493	1,797	1,741	-	30,031
Greater Southern Public Francophone Education Region No. 4	12,260	964	680	-	13,904
Greater Southern Separate Catholic Francophone Education Region No. 4	8,584	1,299	488	-	10,371
Greater St. Albert Catholic Regional Division No. 29	48,531	5,992	7,250	-	61,773

Schedule 4 (continued)

Ministry Funding Provided to School Jurisdictions

	(in thousands)				
	Funding Framework (a)(e)	School Facilities Infrastructure (b)	Provincial Initiatives (c)	Opted-Out Separate Boards (d)	Ministry Total
School Boards Included in These Financial Statements					
High Prairie School Division No. 48	\$ 30,602	\$ 577	\$ 2,853	\$ -	\$ 34,032
Holy Family Catholic Regional Division No. 37	18,776	532	733	(1,059)	18,982
Holy Spirit Roman Catholic Separate Regional Division No. 4	34,621	14,794	2,225	(5,493)	46,147
Horizon School Division No. 67	31,160	867	1,430	-	33,457
Lakeland Roman Catholic Separate School District No. 150	16,382	2,380	1,672	(1,471)	18,963
Lethbridge School District No. 51	66,241	16,159	5,599	-	87,999
Living Waters Catholic Regional Division No. 42	13,332	1,923	842	(1,267)	14,830
Livingstone Range School Division No. 68	34,111	1,791	2,509	-	38,411
Medicine Hat Catholic Separate Regional Division No. 20	21,875	1,711	2,235	(3,637)	22,184
Medicine Hat School District No. 76	47,521	1,712	5,274	-	54,507
Northern Gateway Regional Division No. 10	45,402	905	2,686	-	48,993
Northern Lights School Division No. 69	51,490	28,015	3,415	-	82,920
Northland School Division No. 61	27,134	2,642	1,050	-	30,826
Northwest Francophone Education Region No. 1	5,055	7,260	181	-	12,496
Palliser Regional Division No. 26	39,337	1,496	4,946	-	45,779
Parkland School Division No. 70	71,596	4,684	4,890	-	81,170
Peace River School Division No. 10	33,509	595	1,378	-	35,482
Peace Wapiti School Division No. 76	49,134	24,693	2,492	-	76,319
Pembina Hills Regional Division No. 7	49,635	703	2,768	-	53,106
Prairie Land Regional Division No. 25	18,665	302	555	-	19,522
Prairie Rose School Division No. 8	37,686	614	1,492	-	39,792
Red Deer Catholic Regional Division No. 39	48,755	839	3,092	(5,720)	46,966
Red Deer Public School District No. 104	71,592	1,429	4,782	-	77,803
Rocky View School Division No. 41	111,375	13,371	9,156	-	133,902
St. Albert Protestant Separate School District No. 6	46,883	1,005	3,039	(7,054)	43,873
St. Paul Education Regional Division No. 1	28,285	9,894	1,686	-	39,865
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	17,457	9,480	1,442	(1,957)	26,422
Sturgeon School Division No. 24	40,246	715	1,963	-	42,924
Westwind School Division No. 74	29,527	12,262	2,109	-	43,898
Wetaskiwin Regional Division No. 11	36,277	1,025	1,928	-	39,230
Wild Rose School Division No. 66	44,347	4,133	2,488	-	50,968
Wolf Creek School Division No. 72	57,813	4,509	9,208	-	71,530
Funding to School Boards	4,223,177	607,021	347,367	(170,507)	5,007,058

Schedule 4 (continued)

Ministry Funding Provided to School Jurisdictions

	(in thousands)				
	Funding Framework (a)(e)	School Facilities Infrastructure (b)	Provincial Initiatives (c)	Opted-Out Separate Boards (d)	Ministry Total
Charter Schools Included in These Financial Statements					
Almadina School Society	\$ 6,449	\$ -	\$ 361	\$ -	\$ 6,810
Aurora School Ltd.	3,442	3,026	339	-	6,807
Boyle Street Education Centre	2,497	-	50	-	2,547
Calgary Arts Academy Society	3,126	-	271	-	3,397
Calgary Girls' School Society	4,754	-	141	-	4,895
Calgary Science School Society	4,385	-	301	-	4,686
CAPE - Centre for Academic and Personal Excellence Institute	1,220	-	47	-	1,267
FFCA Charter School Society	17,902	110	1,511	-	19,523
Moberly Hall School Society	71	-	9	-	80
Mother Earth's Children's Charter School Society	831	69	29	-	929
New Horizons Charter School Society	1,472	1,383	86	-	2,941
Suzuki Charter School Society	1,573	387	59	-	2,019
Westmount Charter School Society	7,084	7	463	-	7,554
Funding to Charter Schools	54,806	4,982	3,667	-	63,455
Total Funding to Related Parties	4,277,983	612,003	351,034	(170,507)	5,070,513
Non-Related Parties					
Lloydminster Public School Division	16,411	1,956	654	(4,400)	14,621
Lloydminster Roman Catholic Separate School Division	8,547	174	348	(1,189)	7,880
Total Funding to Non-Related Parties	24,958	2,130	1,002	(5,589)	22,501
All Funded School Jurisdictions	\$ 4,302,941	\$ 614,133	\$ 352,036	\$ (176,096)	\$ 5,093,014

(a) The Funding Framework is based on a jurisdiction profile which combines base instructional funding with differential cost funding allocations to address variable cost factors.

(b) School Facilities Infrastructure consists of funding provided to school jurisdictions for school building capital projects. School Facilities Operations and Maintenance funding is included in the Funding Framework.

(c) Provincial Initiatives provides funding to school authorities for the Small Class Size Initiative, Student Health Initiative, Alberta Initiative for School Improvement and High Speed Networking.

(d) Opted-out separate school boards, which have passed a resolution pursuant to section 171(2) of the School Act, have the authority to requisition and collect from municipalities levies on their declared residential and non-residential property at a rate of not less than the provincial rate applied in that municipality. These amounts collected from municipalities are shown as a reduction to funding from the Ministry.

(e) The Funding Framework includes education property tax directly requisitioned by opted-out separate school boards from their municipalities.

Schedule 5

Ministry Acquisition of Tangible Capital Assets

	(in thousands)		
	2008		2007
	Budget	Actual	Actual
Equipment	\$ 400	\$ 188	\$ 203
Computer hardware and software	725	1,571	752
	<u>\$ 1,125</u>	<u>\$ 1,759</u>	<u>\$ 955</u>

Schedule 6

Ministry Voted Non-Budgetary Disbursements

	(in thousands)		
	2008		2007
	Budget	Actual	Actual
Support for Basic Education			
Learning Resources Centre:			
Increases in Inventory during the year	<u>\$ 1,000</u>	<u>\$ 123</u>	<u>\$ 584</u>

Schedule 7

Ministry Related Party Transactions

Related parties are those entities consolidated or accounted for on a modified equity basis in the Province of Alberta's financial statements. Alberta's school jurisdictions are accounted for on a modified equity basis in the consolidated financial statements of the Ministry.

The Ministry paid or collected certain taxes and fees set by regulation for permits, licenses and other charges. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

Schedule 7 (continued)

Ministry Related Party Transactions

The Ministry had the following transactions with related parties recorded on the Statement of Operations and the Statement of Financial Position at the amount of consideration agreed upon between the related parties:

	(in thousands)	
	2008	2007
		(Restated)
Revenues		
Internal Government Transfers		
- Lottery Fund	\$ 129,100	\$ 129,100
School Jurisdictions	28,173	19,844
Post-secondary Institutions	710	677
Health Authorities	20	1
Other Ministries	758	433
	<u>\$ 158,761</u>	<u>\$ 150,055</u>
Expenses: Grants		
School Jurisdictions	\$ 5,070,513	\$ 4,767,081
Post-secondary Institutions	1,741	353
Health Authorities	33	210
Expenses: Other		
School Jurisdictions	9,794	8,099
Post-secondary Institutions	430	117
Health Authorities	125	104
Other Ministries	11,316	10,986
	<u>\$ 5,093,952</u>	<u>\$ 4,786,950</u>
Assets: Accounts Receivable		
School Jurisdictions	\$ 2,876	\$ 5,629
Post-secondary Institutions	28	11
Health Authorities	1	-
	<u>\$ 2,905</u>	<u>\$ 5,640</u>
Liabilities: Accounts Payable		
School Jurisdictions	\$ 66,120	\$ 6,132
Post-secondary Institutions	962	137
Health Authorities	42	9
	<u>\$ 67,124</u>	<u>\$ 6,278</u>

The above transactions do not include support service arrangements disclosed in Schedule 2.

Schedule 7 (continued)

Ministry Related Party Transactions

Expenses – Incurred by Others

The Ministry also had the following transactions with related parties for which no consideration was exchanged. The amounts for these transactions are estimated based on the costs incurred by the service provider. These amounts are also included in Schedule 8.

	(in thousands)	
	2008	2007
Service received:		
Accommodation	\$ 8,511	\$ 7,402
Legal Services	297	284
Other	2,807	2,670
	<u>\$ 11,615</u>	<u>\$ 10,356</u>

The Ministry receives benefit from school jurisdiction meetings and consultation, for which jurisdictions incur travel and administrative costs. These amounts were incurred in the normal course of business and have not been included in this schedule.

Schedule 8

Ministry Allocated Costs

	(in thousands)						
	2008						2007
	Expenses - Incurred by Others						Total Expense
	Accommodation		Legal	Other	Total		(Restated, see
Program	Expenses (a)	Costs (b)(d)	Services (c)	Costs	Expenses		Note 3)
Operating Support to School Jurisdictions	\$ 4,056,963	\$ -	\$ -	\$ -	\$ 4,056,963	\$	3,806,873
Teachers' Pension (Note 11)	149,522	-	-	-	149,522		210,073
Basic Education Programs	98,029	1,244	-	-	99,273		86,566
Accredited Private Schools	141,775	-	-	-	141,775		144,023
School Facilities	1,036,939	-	-	-	1,036,939		973,298
Ministry Support Services	27,629	2,226	297	2,807	32,959		29,913
Program Delivery Expenses	60,583	5,041	-	-	65,624		65,712
	\$ 5,571,440	\$ 8,511	\$ 297	\$ 2,807	\$ 5,583,055	\$	5,316,458

a) Expenses - Directly Incurred as per Statement of Operations

b) Costs shown for Accommodation on Schedule 7, allocated to the Ministry by square footage

c) Legal Services Expense is allocated by the number of hours utilized by program

d) Allocated based on number of employees supporting each program

Schedule 9

Equity in School Jurisdictions

Statement of Change in Equity in School Jurisdictions

	(in thousands)	
	2007-2008	2006-2007
Equity in School Jurisdictions, beginning of year	\$ 412,075	\$ 379,742
Revenues:		
Transfers from Government Sector Entities	4,525,071	4,232,389
Other Revenue	528,044	484,983
Total Revenues	5,053,115	4,717,372
Expenses:		
Salaries, Wages and Benefits	3,637,038	3,459,178
Other Expenses	1,266,696	1,178,661
Total Expenses	4,903,734	4,637,839
Net Operating Results, August 31	149,381	79,533
Adjustment to Payroll Expenses to March 31(a)	(23,700)	(47,200)
Increase in Equity in School Jurisdictions	125,681	32,333
Equity in School Jurisdictions, end of year	\$ 537,756	\$ 412,075

Statement of Equity in School Jurisdictions

	(in thousands)	
	2007-2008	2006-2007
Assets:		
Cash and Temporary Investments	\$ 819,537	\$ 471,850
Due from Government Sector Entities	72,308	93,322
Investments	55,518	25,323
Tangible Capital Assets	3,220,008	3,120,558
Accounts Receivable and Other Assets	248,571	244,373
	4,415,942	3,955,426
Liabilities:		
Accounts Payable and Accrued Liabilities	427,628	390,715
Debt held by Government Sector Entities	291,638	354,821
Other Liabilities and Unmatured Debt	31,106	24,096
Deferred Revenue	162,237	68,538
Deferred Capital Contributions (b)	185,023	82,049
Unamortized Capital Contributions (b)	2,413,554	2,279,832
	3,511,186	3,200,051
Net Assets of School Jurisdictions, August 31	904,756	755,375
Adjustment for Accrued Payroll, March 31 (a)	(367,000)	(343,300)
Equity in School Jurisdictions	\$ 537,756	\$ 412,075

(a) Teachers and certain non-certificated staff earn their salaries over 10 months but are paid over 12 months.

(b) School jurisdictions follow the deferral method of accounting. Capital contributions, including contributions from government sector entities, are recorded as deferred capital contributions until invested in tangible capital assets. Amounts expended on capital assets are transferred to unamortized capital contributions and recognized as revenue when the related amortization expense is recorded. When the accounts of school jurisdictions are consolidated with Ministry accounts beginning April 1, 2008 the deferred and unamortized capital contributions will be credited to net liabilities.

Schedule 9 (continued)

Equity in School Jurisdictions (continued)

Contractual Obligations of School Jurisdictions

The aggregate amounts committed for the unexpired terms of contractual obligations as reported by school jurisdictions are as follows:

	(in thousands)				
	Capital Costs	Service Contracts	Long-Term Leases	Other	Total
2009	\$ 311,911	\$ 49,548	\$ 14,867	\$ 5,249	\$ 381,575
2010	28,507	45,475	13,251	691	87,924
2011	10,160	42,206	10,646	578	63,590
2012	39	36,264	8,509	200	45,012
2013	39	35,149	3,810	200	39,198
Thereafter	39	22,097	44,417	200	66,753
	<u>\$ 350,695</u>	<u>\$ 230,739</u>	<u>\$ 95,500</u>	<u>\$ 7,118</u>	<u>\$ 684,052</u>

Asset Retirement Obligations (AROs) of School Jurisdictions

There were no significant asset retirement obligations reported by school jurisdictions. Six AROs were reported (three with no specified amounts) totaling less than \$5 million. The liability, in most cases, cannot be reasonably estimated.

Contingent Liabilities of School Jurisdictions

A total of 47 (2007 – 60) legal claims was reported, 19 (2007 – 22) with no specified amount, and 28 (2007 – 38) with claims totaling less than \$5 million. The resulting loss, if any, from these claims cannot be determined.

Department of Education
Financial Statements
March 31, 2008

Auditor's Report

Statement of Operations

Statement of Financial Position

Statement of Cash Flows

Notes to the Financial Statements

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Schedule 1 Revenues

Schedule 2 Dedicated Revenue Initiatives

Schedule 3 Expenses – Directly Incurred Detailed by Object

Schedule 4 Budget

Schedule 5 Comparison of Expenses - Directly Incurred, Equipment/
Inventory Purchases, Statutory Expenses and Non-Budgetary
Disbursements by Element to Authorized Budget

Schedule 6 Salary and Benefits Disclosure

Schedule 7 Related Party Transactions

Schedule 8 Allocated Costs



Auditor's Report

To the Minister of Education

I have audited the statement of financial position of the Department of Education as at March 31, 2008 and the statements of operations and cash flows for the year then ended. These financial statements are the responsibility of the Department's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these financial statements present fairly, in all material respects, the financial position of the Department as at March 31, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Edmonton, Alberta
May 21, 2008

 FCA
Auditor General

Department of Education Statement of Operations

Year ended March 31, 2008

	(in thousands)		
	2008	2007	
	Budget	Actual	Actual
	(Schedule 4)		(Restated see Note 3)
Revenues (Schedules 1 and 2)			
Internal Government Transfers	\$ 129,100	\$ 129,100	\$ 129,100
Transfers from the Government of Canada	-	9,166	13,401
Sale of Learning Resources	32,000	37,592	27,178
Premiums, Fees, Licenses	2,836	3,362	3,504
Other Revenue	1,500	5,546	2,810
	<u>165,436</u>	<u>184,766</u>	<u>175,993</u>
Expenses - Directly Incurred (Note 2b)			
Voted (Schedules 3 and 5)			
Operating Support to School Jurisdictions	2,622,975	2,683,396	2,500,576
Teachers' Pension (Note 11a)	200,411	197,383	187,585
Basic Education Programs	87,113	98,029	85,662
Accredited Private Schools	144,353	141,775	144,023
School Facilities	934,811	1,036,939	973,298
Ministry Support Services	25,804	27,629	25,035
Program Delivery Support Services	60,299	60,211	60,718
	<u>4,075,766</u>	<u>4,245,362</u>	<u>3,976,897</u>
Statutory Expense (Schedules 3 and 5)			
Valuation Adjustments			
Provision for Teachers' Pension (Note 11)	14,637	(47,861)	22,488
Provision for Doubtful Accounts	-	25	38
Provision for Vacation Pay	-	347	382
	<u>14,637</u>	<u>(47,489)</u>	<u>22,908</u>
Total Expenses	<u>4,090,403</u>	<u>4,197,873</u>	<u>3,999,805</u>
(Loss) on Disposal of Tangible Capital Assets	-	(2)	(1)
Net Operating Result	<u>\$ (3,924,967)</u>	<u>\$ (4,013,109)</u>	<u>\$ (3,823,813)</u>

The accompanying notes and schedules are part of these financial statements.

Department of Education Statement of Financial Position

As at March 31, 2008

	(in thousands)	
	2008	2007
		(Restated see Note 3)
Assets		
Cash and Cash Equivalents	\$ 40	\$ 36
Accounts Receivable (Note 4)	11,369	17,677
Inventory	7,023	6,900
Tangible Capital Assets (Note 5)	6,483	8,496
	<u>\$ 24,915</u>	<u>\$ 33,109</u>
Liabilities		
Accounts Payable and Accrued Liabilities (Note 6)	\$ 129,273	\$ 29,503
Teachers' Pension Obligation (Note 11a)	79,327	127,188
	<u>208,600</u>	<u>156,691</u>
Net Liabilities		
Net Liabilities at Beginning of Year	(123,582)	(120,199)
Net Operating Result	(4,013,109)	(3,823,813)
Net Financing Provided from General Revenues	3,953,006	3,820,430
Net Liabilities at End of Year	<u>(183,685)</u>	<u>(123,582)</u>
	<u>\$ 24,915</u>	<u>\$ 33,109</u>

The accompanying notes and schedules are part of these financial statements.

Department of Education Statement of Cash Flows

Year ended March 31, 2008

	(in thousands)	
	2008	2007
		(Restated see Note 3)
Operating Transactions		
Net Operating Result	\$ (4,013,109)	\$ (3,823,813)
Non-Cash Items Included in Net Operating Result		
Amortization	1,790	2,227
Loss on Disposal of Tangible Capital Assets	2	1
Valuation Adjustments	(47,489)	22,908
	(4,058,806)	(3,798,677)
Decrease (Increase) in Accounts Receivable	6,283	(2,990)
(Increase) in Inventory	(123)	(584)
Increase (Decrease) in Accounts Payable and Accrued Liabilities	99,423	(17,234)
Total Cash Applied to Operating Transactions	(3,953,223)	(3,819,485)
Capital Transactions		
Net Tangible Capital Assets Transferred to Other Ministries	1,980	-
Acquisition of Tangible Capital Assets (Note 5)	(1,759)	(955)
Total Cash Applied to Capital Transactions	221	(955)
Financing Transactions		
Net Financing Provided from General Revenues	3,953,006	3,820,430
Increase (Decrease) in Cash	4	(10)
Cash and Cash Equivalents, Beginning of Year	36	46
Cash and Cash Equivalents, End of Year	\$ 40	\$ 36

The accompanying notes and schedules are part of these financial statements.

Department of Education
Notes to the Financial Statements

March 31, 2008

NOTE 1 AUTHORITY AND PURPOSE

The Department of Education operates under the authority of the *Government Organization Act*, Chapter G-10, Revised Statutes of Alberta 2000.

The mission of the Department of Education, through its leadership and work with stakeholders, is to ensure that students attain the knowledge and skills required for lifelong learning, work and citizenship.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES

These financial statements are prepared primarily in accordance with Canadian generally accepted accounting principles for the public sector as recommended by the Public Sector Accounting Board (PSAB) of the Canadian Institute of Chartered Accountants. The PSAB financial statements presentation standard for government financial statements has been modified to more appropriately reflect the nature of the Department.

(a) Reporting Entity

The reporting entity is the Department of Education, which is part of the Ministry of Education and for which the Minister of Education is accountable. The Department provides funding to public, separate and private schools. The activities of these organizations are not included in these financial statements. The Ministry financial statements provide a more comprehensive accounting of the financial position and results of the Ministry's operations for which the Minister is accountable.

All departments of the Government of Alberta operate within the General Revenue Fund (the Fund). The Fund is administered by the Minister of Finance. All cash receipts of departments are deposited into the Fund and all cash disbursements made by the departments are paid from the Fund. Net financing provided from General Revenues is the difference between all cash receipts and all cash disbursements made.

(b) Basis of Financial Reporting

Revenues

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recorded as unearned revenue and included in accounts payable and accrued liabilities.

Internal Government Transfers

Internal government transfers are transfers between entities within the government reporting entity where the entity making the transfer does not receive any goods or services directly in return.

Transfers from the Government of Canada

Transfers from the Government of Canada are recognized as revenue when authorized by federal legislation or federal/provincial agreements, eligibility criteria if any are met and a reasonable estimate of the amounts can be made. Overpayments relating to entitlements and transfers received before revenue recognition criteria have been met are included in accounts payable and accrued liabilities.

Previously, agreements to deliver French Language Programs were treated as Payments Under Agreement between the Federal Government and school jurisdictions. Commencing with the fiscal year ended March 31, 2008 these arrangements are treated as agreements between the Federal Government and the Department, and the receipts and payments recorded as revenues and expenses of the Department. The March 31, 2007 comparative figures have been restated.

Dedicated Revenue

Dedicated revenue initiatives provide a basis for authorizing spending. Dedicated revenues are shown as credits or recoveries in the details of the Government Estimates for a supply vote. If budgeted revenues are not fully realized, spending is reduced by an equivalent amount.

If actual dedicated revenues exceed budget, the Department may, with the approval of Treasury Board, use the excess revenue to fund additional expenses on the program. Schedule 2 discloses information on the Department's dedicated revenue initiatives.

ExpensesDirectly Incurred

Directly incurred expenses are those costs for which the Department has primary responsibility and accountability, as reflected in the government's budget documents.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES (CONTINUED)

(b) Basis of Financial Reporting (continued)

Expenses (continued)

In addition to program operating expenses such as salaries and supplies, directly incurred expenses also include:

- amortization of tangible capital assets
- pension costs which comprise the cost of government contributions for teachers of public and separate school jurisdictions and employer contributions for service of employees during the year
- valuation adjustments which include changes in the valuation allowances used to reflect financial assets at their net recoverable or other appropriate value. Valuation adjustments also represent the change in management's estimate of future payments arising from obligations relating to vacation pay and teachers' pension.

Grants are recognized as expenses when authorized, eligibility criteria, if any, are met and a reasonable estimate of the amounts can be made.

Incurred by Others

Services contributed by other entities in support of Department operations are disclosed in Schedule 7, and allocated to programs to show full cost of services in Schedule 8.

Assets

Financial assets of the Department include financial claims, such as advances to and receivables from other organizations, employees and other individuals as well as inventories held for resale. Inventories held for resale are valued at the lower of cost and estimated net realizable value.

Tangible capital assets of the Department are recorded at cost and amortized on a straight-line basis over the estimated useful lives of the assets. The threshold for capitalizing new systems development is \$100,000 and the threshold for all other tangible capital assets is \$5,000.

Liabilities

Liabilities represent obligations resulting from events and transactions occurring prior to the end of fiscal year. The settlement of liabilities will result in the sacrifice of economic benefits in the future.

Net Liabilities

Net liabilities represents the difference between the carrying value of the assets held by the Department and its liabilities.

Measurement Uncertainty

Measurement uncertainty exists when there is a significant variance between the recognized or disclosed amount and another reasonably possible amount. The teachers' pension obligation is subject to measurement uncertainty because actual experience may vary from the assumptions used in the calculation. Note 11 discloses information on the Teachers' Pension Plan.

NOTE 3 PROGRAM TRANSFERS

School Capital Planning

Based on an Order in Council (O.C. 70/2008) dated January 30, 2008 responsibility for the School Capital Planning Function was transferred from the Minister of Infrastructure and Transportation to the Minister of Education. The March 31, 2007 figures have been restated to give retroactive effect to these changes.

Transfer of Pre-1992 Teachers' Pension Obligation

Effective April 1, 2007 Alberta Finance assumed the unfunded liability and past service contributions for the portion of the plan related to service credited prior to September 1, 1992. Previously, this portion of the plan was funded by Alberta Education and teachers. The March 31, 2007 figures have been restated to give retroactive effect to these changes.

The following is a summary of the effect of the reporting changes on the 2006/2007 Department Financial Statements:

March 31, 2007 Restatement	(in thousands)				
	As Previously Reported	School Capital Planning Transfer	Past Service Pension Contribution	Pension Obligations	As Restated
Teachers' Pension Obligation	<u>\$ 4,567,146</u>			<u>\$ 4,439,958</u>	<u>\$ 127,188</u>
Net Liabilities at March 31, 2006	\$ (4,439,343)	-	-	\$ 4,319,144	\$ (120,199)
Net Operating Result	(4,096,851)	(304)	152,528	120,814	(3,823,813)
Net Financing from General Revenue	<u>3,972,654</u>	<u>304</u>	<u>(152,528)</u>	<u>-</u>	<u>3,820,430</u>
Net Liabilities at March 31, 2007	<u>\$ (4,563,540)</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,439,958</u>	<u>\$ (123,582)</u>

NOTE 4 ACCOUNTS RECEIVABLE

	(in thousands)			
	2008		2007	
Accounts Receivable	Allowance for Doubtful Accounts	Net Amount	Net Amount	
Government of Canada	\$ 9,372	\$ -	\$ 9,372	\$ 13,928
School Jurisdictions	351	-	351	2,772
Other	<u>1,727</u>	<u>81</u>	<u>1,646</u>	<u>977</u>
	<u>\$ 11,450</u>	<u>\$ 81</u>	<u>\$ 11,369</u>	<u>\$ 17,677</u>

Accounts receivable are non-interest bearing, unsecured and reported at their net realizable value.

NOTE 5 TANGIBLE CAPITAL ASSETS

	(in thousands)			
	2008		2007	
	Equipment	Computer Hardware and Software	Total	Total
Estimated Useful Life	3-10 years	5 years		
Historical Cost				
Beginning of year	\$ 3,521	\$ 17,067	\$ 20,588	\$ 19,694
Additions	188	1,571	1,759	955
Disposals, including write-downs	(18)	(2,492)	(2,510)	(61)
End of year	<u>\$ 3,691</u>	<u>\$ 16,146</u>	<u>\$ 19,837</u>	<u>\$ 20,588</u>
Accumulated Amortization				
Beginning of year	\$ 1,549	\$ 10,543	\$ 12,092	\$ 9,925
Amortization expense	235	1,555	1,790	2,227
Effect of Disposal	(18)	(510)	(528)	(60)
End of year	<u>\$ 1,766</u>	<u>\$ 11,588</u>	<u>\$ 13,354</u>	<u>\$ 12,092</u>
Net Book Value at March 31	<u>\$ 1,925</u>	<u>\$ 4,558</u>	<u>\$ 6,483</u>	<u>\$ 8,496</u>

NOTE 6 ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	(in thousands)	
	2008	2007
Accounts Payable	\$ 28,692	\$ 2,176
Accrued Liabilities		
- Vacation	5,507	5,160
- Grants to School Jurisdictions	65,542	6,132
- Other	28,512	15,619
Unearned Revenue	1,020	416
	<u>\$ 129,273</u>	<u>\$ 29,503</u>

NOTE 7 VALUATION OF FINANCIAL ASSETS AND LIABILITIES

Fair value is the amount of consideration that would be agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities are estimated to approximate their carrying values because of the short term nature of these instruments.

NOTE 8 CONTRACTUAL OBLIGATIONS

Contractual Obligations are obligations to others that will become liabilities when the terms of the contract or agreement are met.

	(in thousands)	
	2008	2007
Capital Construction Costs	\$ 502,381	\$ 596,126
Other Grants	5,206	8,901
Information Technology Development	3,885	1,933
Service Contracts	17,568	3,433
Long-term Leases	1,284	2,272
	<u>\$ 530,324</u>	<u>\$ 612,665</u>

Capital construction grants are for capital projects approved for school jurisdictions. The aggregate amounts committed for the unexpired terms of the contractual obligations are as follows:

	(in thousands)					
	Capital Construction Costs	Other Grants	Information Technology Development	Service Contracts	Long-Term Leases	Total
2009	\$ 312,229	\$ 2,400	\$ 3,885	\$ 13,464	\$ 435	\$ 332,413
2010	102,061	2,591	-	2,998	352	108,002
2011	27,548	215	-	460	291	28,514
2012	34,506	-	-	389	206	35,101
2013	26,037	-	-	257	-	26,294
	<u>\$ 502,381</u>	<u>\$ 5,206</u>	<u>\$ 3,885</u>	<u>\$ 17,568</u>	<u>\$ 1,284</u>	<u>\$ 530,324</u>

Pursuant to a Memorandum of Agreement entered into with the Alberta Teachers' Association, the Department has committed to provide additional funding for teacher salary increases of 3 per cent for the period ending August 31, 2008. For the remaining four years of the agreement, the Department is committed to funding teacher salary increases in accordance with the year-over-year increase to the Alberta Average Weekly Earnings Index.

Environmental Liability

The Department provides funding for the removal of hazardous materials from school buildings as required by environmental legislation when schools are renovated, upgraded, modernized or demolished (when the site will be re-used for a school building). The amount of the environmental liability cannot be estimated because schools containing hazardous materials have not been identified, and the dates that the hazardous materials would be removed are unknown.

NOTE 9 CONTINGENT LIABILITIES
(in thousands)

Contingent Liabilities are possible obligations that may result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

The Department has entered into indemnity agreements with school jurisdictions that have been named in residential school claims. The resulting loss, if any, from these indemnity agreements cannot be determined.

At March 31, 2008 the Department is a defendant in four legal claims (2007 – five legal claims). Two of these claims have specified amounts totaling \$94,650 and the remaining two have no specified amount (2007 – three claims with specified amounts totaling \$94,507 and two with no specified amount). One claim amounting to \$94,350 (2007 – \$94,350) is partly covered by the Alberta Risk Management Fund because it relates to historical claims with alleged losses dating before establishment of the Fund. The probable total loss from these claims cannot be estimated.

The Department is also involved in a case being heard by the Copyright Board of Canada. The potential loss, if any, is undeterminable at this time.

NOTE 10 TRUST FUNDS UNDER ADMINISTRATION OR OVERSIGHT

The Department administers or oversees trust funds that are regulated funds consisting of public money over which the Legislature has no power of appropriation. Because the Province has no equity in the assets of the funds, they are not included in the Department's financial statements.

		(in thousands)	
		2008	2007
		Total Assets	Total Assets
Education Gifts and Bequests Fund	\$	210	\$ 199
Alberta Teachers' Retirement Fund		4,538,000	3,979,000
		<u>\$ 4,538,210</u>	<u>\$ 3,979,199</u>

NOTE 11 DEFINED BENEFIT PLANS

(a) Teachers' Pension Plan

The Alberta Teachers' Retirement Fund Board (ATRFB) is trustee and administrator of the Teachers' Pension Plan. The ATRFB operates under the authority of the *Teachers' Pension Plans Act*. The *Act* requires all teachers under contract with public and separate school jurisdictions in Alberta to contribute to the Teachers' Pension Plan. Alberta Education is responsible for a portion of the unfunded liability and current costs for service after 1992. Alberta Finance is responsible for the pre-1992 portion of the plan.

The plan's obligation for pension benefits is based upon actuarial valuations performed at least triennially using the projected benefit method prorated on service. The latest actuarial valuation was performed on August 31, 2006. The valuation indicated a deficiency of net assets over the actuarial value of accrued pension benefits. The unfunded liability was extrapolated to March 31, 2008.

	(in millions)				
	Plan Total	Alberta Finance	Teachers' Portion	Alberta Education	
				2008	2007 Restated
Actuarial Asset Value	\$ 4,538	\$ (844)	\$ 2,691	\$ 2,691	\$ 2,313
Actuarial Liabilities	(11,676)	(5,882)	(2,903)	(2,891)	(2,590)
Unamortized Deferred (Gain) Loss	71	(50)	-	121	150
Teachers' Pension Obligation	<u>\$ (7,067)</u>	<u>\$ (6,776)</u>	<u>\$ (212)</u>	<u>\$ (79)</u>	<u>\$ (127)</u>

The August 31, 2006 valuation and March 31, 2008 extrapolation were based on economic assumptions, including a 7.25 per cent per annum long-term rate of return on fund assets consisting of a 4.25 per cent real rate of return and price inflation of 3.0 per cent.

The actual return on plan assets was 11.7 per cent for the year ending August 31, 2007 (2006 - 7.6 per cent). Demographic assumptions used in the valuation reflect the experience of the plan.

The assumptions used in the valuation and extrapolation are based on the Alberta Teachers' Retirement Fund Board management's best estimates of future events. The plan's future experience will vary from the assumptions. Any differences between the actuarial assumptions and future experience will emerge as gains or losses in future valuations.

Under the *Teachers' Pension Plans Act*, for service after August 1992, the Province funds 50 per cent of the unfunded liability, any current service costs and certain cost-of-living benefits.

NOTE 11 DEFINED BENEFIT PLANS (CONTINUED)

(a) Teachers' Pension Plan (continued)

In the Statement of Operations, contributions by Alberta Education towards current service in the Alberta Teachers' Pension Plan are included in voted expenses. The increase in the Province's share of the unfunded liability is shown as statutory expense.

	(in thousands)	
	2008	2007 Restated
Current Service Contribution	\$ 197,383	\$ 187,585
Pension Valuation Adjustment	(47,861)	22,488
Total Teachers' Pension Expense	<u>\$ 149,522</u>	<u>\$ 210,073</u>

The valuation adjustment has been recorded to recognize the estimated impact on the unfunded obligation of the estimated changes in the value of the plan's assets and amortization of experience gains and losses.

The financial statements of the Alberta Teachers' Retirement Fund Board provide further information on this defined benefit plan. The Ministry's annual report for the year ended March 31, 2008 includes financial information compiled from Alberta Teachers' Retirement Fund Board audited financial statements for the year ended August 31, 2007.

Effective April 1, 2007 Alberta Finance assumed responsibility for the employer-contributor funding related to the unfunded liability for pensionable service credited before September 1992. Prior to April 1, 2007 these contributions were funded in the ratio of 67.35 per cent by Alberta Education and 32.65 per cent by the teachers. The March 31, 2007 figures have been restated to give retroactive effect to these changes.

On November 21, 2007 Treasury Board agreed to move the liability and funding of the pre-1992 portion of the Alberta Teachers' Retirement Fund from Education to Finance. The Government of Alberta portion of the liability that was transferred as of April 1, 2007 was \$4,440 million.

NOTE 11 DEFINED BENEFIT PLANS (CONTINUED)

Other Defined Pension Plans
(in thousands)

The Department participates in the multi-employer Management Employees Pension Plan and Public Service Pension Plan. The Department also participates in the multi-employer Supplementary Retirement Plan for Public Service Managers. The expense for these pension plans is equivalent to the annual contributions of \$5,952 for the year ended March 31, 2008 (2007 – \$5,563).

At December 31, 2007 the Management Employees Pension Plan reported a deficiency of \$84,341 (2006 – deficiency \$6,765) and the Public Service Pension Plan reported a deficiency of \$92,070 (2006 – surplus \$153,024). At December 31, 2007 the Supplementary Retirement Plan for Public Service Managers had a surplus of \$1,510 (2006 – surplus \$3,698).

The Department also participates in two multi-employer Long Term Disability Income Continuance Plans. At March 31, 2008 the Bargaining Unit Plan reported an actuarial deficiency of \$6,319 (2007 – surplus \$153) and the Management, Opted-Out and Excluded Plan an actuarial surplus of \$7,874 (2007 – surplus \$10,148). The expense for these two plans is limited to the employer's annual contributions for the year.

NOTE 12 COMPARATIVE FIGURES

Certain 2007 figures have been reclassified to conform to the 2008 presentation.

NOTE 13 APPROVAL OF FINANCIAL STATEMENTS

The financial statements were approved by the Senior Financial Officer and the Deputy Minister.

Department of Education Schedules to the Financial Statements

For the year ended March 31, 2008

Schedule 1

Revenues

	(in thousands)		
	2008		2007
	Budget	Actual	Actual
Internal Government Transfers			
Lottery Fund	\$ 129,100	\$ 129,100	\$ 129,100
Transfers from the Government of Canada	-	9,166	13,401
Sales of Learning Resources			
Learning Resources Centre	32,000	37,592	27,178
Premiums, Fees and Licences			
High School Transcripts	900	906	898
Teacher Certificate Fees	725	949	909
Diploma Exam Rewrite Fees	1,190	1,479	1,673
Miscellaneous Fees	21	28	24
	2,836	3,362	3,504
Other Revenue			
Refunds of Expenditure	1,500	5,417	2,785
Miscellaneous	-	129	25
	1,500	5,546	2,810
Total Revenues	<u>\$ 165,436</u>	<u>\$ 184,766</u>	<u>\$ 175,993</u>

Schedule 2

Dedicated Revenue Initiatives

	(in thousands)		
	2008		
	Authorized Dedicated Revenue (a)	Actual Dedicated Revenues	(Shortfall) Excess (b)
Basic Education Programs			
Learning Resources Centre (c)	\$ 37,000	\$ 37,592	\$ 592
Federal French Language (d)	10,325	9,221	(1,104)
Ministry Support Services			
Information and Program Services (e)	\$ 900	\$ 906	\$ 6
Program Delivery Support Services			
Fees (f)	\$ 1,932	\$ 2,451	\$ 519
	<u>\$ 50,157</u>	<u>\$ 50,170</u>	<u>\$ 13</u>

The revenue of each dedicated revenue initiative is included in the Statement of Operations.

- (a) Authorized Dedicated Revenue includes Adjustments and Supplementary Estimates appearing on Schedule 4.
- (b) Shortfall is deducted from current year's authorized budget.
- (c) Learning Resources Centre generates dedicated revenue from the sale and distribution of learning and teaching resources that have been purchased directly from publishers/suppliers or developed and produced by Alberta Education.
- (d) Restated to reflect a change in the accounting treatment of the Federal French Language Program from Payments Under Agreement to a Dedicated Revenue Initiative. Amounts that were treated as cost recoveries are now recognized as Revenue.
- (e) The Information and Program Services dedicated revenues are fees collected for the delivery of high school transcripts and copyrights.
- (f) The Program Delivery Support dedicated revenues include fees collected from students writing diploma examinations for the second or subsequent time as well as fees collected for teacher certification and development.

Schedule 3

Expenses – Directly Incurred Detailed by Object

(in thousands)			
	2008		2007
	Budget	Actual	Actual
			(Restated see Note 3)
<u>Voted</u>			
Grants			
School Jurisdictions	\$ 3,557,786	\$ 3,719,447	\$ 3,492,849
Teachers' Pension	200,411	197,383	187,585
Accredited Private Schools	144,353	144,530	146,248
Other	20,560	26,102	9,685
	3,923,110	4,087,462	3,836,367
Salaries, Wages and Employee Benefits	63,013	63,860	59,894
Supplies and Services	88,380	91,819	78,254
Amortization of Tangible Capital Assets	1,193	1,790	2,227
Other	70	431	251
	4,075,766	4,245,362	3,976,993
Less:			
Recoveries from Support Services			
Arrangement with Related Parties	-	-	(96)
Total Voted Expenses	<u>\$ 4,075,766</u>	<u>\$ 4,245,362</u>	<u>\$ 3,976,897</u>
<u>Statutory</u>			
Valuation Adjustments:			
Provision for Teachers' Pension	\$ 14,637	\$ (47,861)	\$ 22,488
Provision for Doubtful Accounts	-	25	38
Provision for Vacation Pay	-	347	382
	<u>\$ 14,637</u>	<u>\$ (47,489)</u>	<u>\$ 22,908</u>

Schedule 4

Budget

(in thousands)					
	2007-2008 Estimates	Adjust- ments (a)	2007-2008 Budget	Authorized Supple- mentary(b)	2007-2008 Authorized Budget
Revenues					
Internal Government Transfers	\$ 129,100	\$ -	\$ 129,100	\$ -	\$ 129,100
Transfers from the Government of Canada	-	10,325	10,325	-	10,325
Sales of Learning Resources	32,000	5,000	37,000	-	37,000
Premiums, Fees and Licenses	2,836	-	2,836	-	2,836
Other Revenue	1,500	-	1,500	-	1,500
	<u>165,436</u>	<u>15,325</u>	<u>180,761</u>	<u>-</u>	<u>180,761</u>
Expenses - Directly Incurred					
Voted Expenses					
Operating Support to School					
Jurisdictions	2,622,975	-	2,622,975	63,500	2,686,475
Teachers' Pension (c)	200,411	-	200,411	-	200,411
Basic Education Programs	87,113	14,615	101,728	-	101,728
Accredited Private Schools	144,353	-	144,353	-	144,353
School Facilities (d)	934,811	-	934,811	97,300	1,032,111
Ministry Support Services	25,804	-	25,804	500	26,304
Program Delivery Support Services (e)	60,299	-	60,299	1,100	61,399
	<u>4,075,766</u>	<u>14,615</u>	<u>4,090,381</u>	<u>162,400</u>	<u>4,252,781</u>
Statutory Expenses					
Valuation Adjustments					
Provision for Teachers' Pension (c)	14,637	-	14,637	-	14,637
Provision for Doubtful Accounts	-	-	-	-	-
Provision for Vacation Pay	-	-	-	-	-
	<u>14,637</u>	<u>-</u>	<u>14,637</u>	<u>-</u>	<u>14,637</u>
Total Expenses	<u>4,090,403</u>	<u>14,615</u>	<u>4,105,018</u>	<u>162,400</u>	<u>4,267,418</u>
Gain (Loss) on Disposal of Tangible Capital Assets	-	-	-	-	-
Net Operating Results	<u>\$ (3,924,967)</u>	<u>\$ 710</u>	<u>\$ (3,924,257)</u>	<u>\$ (162,400)</u>	<u>\$ (4,086,657)</u>
Equipment/Inventory Purchases	<u>\$ 1,125</u>	<u>\$ 710</u>	<u>\$ 1,835</u>	<u>\$ -</u>	<u>\$ 1,835</u>
Non-Budgetary Disbursements	<u>\$ 1,000</u>	<u>\$ -</u>	<u>\$ 1,000</u>	<u>\$ -</u>	<u>\$ 1,000</u>

(a) Adjustments reflect Treasury Board approved changes to the authorized budget.

(b) Treasury Board approval is pursuant to section 24(2) of the *Financial Administration Act*. Supplementary Estimates of \$110.4 million were approved in November 2007. This includes \$97.3 million for school maintenance and renewal and modular classrooms, \$11.5 million for a monthly allowance to assist in attracting and retaining Fort McMurray teachers and support staff, and \$1.6 million for the salary settlements for provincial employees. An additional supplementary estimate of \$52 million was tabled in January 2008 and approved in April 2008 to fund one-time payments of \$1,500 to teachers as outlined in the Government-Alberta Teachers' Association Memorandum of Agreement reached in January 2008.

(c) Pursuant to AR23/2008, the appropriation of \$181.694 million associated with responsibility for the Teachers' Pension Plan for the period ending August 31, 1992 was transferred from the Ministry of Education to the Ministry of Finance. An additional \$124.175 million was transferred for the provision for the Teachers' Pension Plan.

(d) 2007/2008 estimates were revised to record the transfer of \$9.856 million from Infrastructure and Transportation pursuant to the Appropriation Act, 2007, section 5(1)(a) for emerging capital purposes and section 5(4)(a) for infrastructure planning purposes.

(e) Pursuant to AR 23/2008, \$313 thousand was transferred from Infrastructure and Transportation to Education for employees associated with the transfer of Capital Planning.

Comparison of Expenses – Directly Incurred, Equipment/Inventory Purchases, Statutory Expenses and Non-Budgetary Disbursements by Element to Authorized Budget.

		(in thousands)						
		2007-2008 Estimates (a)	Adjust- ments (b)	2007-2008 Budget	Authorized Supple- mentary (c)	2007-2008 Authorized Budget	2007-2008 Actuals (d)	Unexpended (Over Expended)
Voted Operating Expenses and Equipment/Inventory Purchases								
1	Ministry Support Services							
1.0.1	Minister's Office	\$ 416	\$ -	\$ 416	\$ -	\$ 416	\$ 427	\$ (11)
1.0.2	Deputy Minister's Office	619	-	619	-	619	621	(2)
1.0.3	Corporate Services							
-	Operating Expenses	8,910	-	8,910	290	9,200	9,983	(783)
-	Capital Investment	-	-	-	-	-	19	(19)
1.0.4	Information and Program Services							
-	Operating Expenses	14,335	-	14,335	210	14,545	14,384	161
-	Capital Investment	-	-	-	-	-	404	(404)
1.0.5	Communications	704	-	704	-	704	707	(3)
1.0.6	Amortization of Capital Assets	820	-	820	-	820	1,507	(687)
		<u>\$ 25,804</u>	<u>\$ -</u>	<u>\$ 25,804</u>	<u>\$ 500</u>	<u>\$ 26,304</u>	<u>\$ 28,052</u>	<u>\$ (1,748)</u>
2 Operating Support to School Jurisdictions								
2.0.1	Public and Separate Schools Support							
-	Operating Expenses	\$ 2,250,180	\$ -	\$ 2,250,180	\$ 63,500	\$ 2,313,680	\$ 2,295,729	\$ 17,951
-	Operating Expenses funded by Lotteries	60,800	-	60,800	-	60,800	60,800	-
2.0.2	Student Health Services Initiative	44,175	-	44,175	-	44,175	60,105	(15,930)
2.0.3	Alberta Initiative for School Improvement	73,315	-	73,315	-	73,315	73,059	256
2.0.4	Class Size Initiative	194,505	-	194,505	-	194,505	193,703	802
		<u>\$ 2,622,975</u>	<u>\$ -</u>	<u>\$ 2,622,975</u>	<u>\$ 63,500</u>	<u>\$ 2,686,475</u>	<u>\$ 2,683,396</u>	<u>\$ 3,079</u>
3 Teachers' Pensions								
3.0.1	Teachers' Pensions - Current Service Payment	\$ 200,411	\$ -	\$ 200,411	\$ -	\$ 200,411	\$ 197,383	\$ 3,028
		<u>\$ 200,411</u>	<u>\$ -</u>	<u>\$ 200,411</u>	<u>\$ -</u>	<u>\$ 200,411</u>	<u>\$ 197,383</u>	<u>\$ 3,028</u>

Comparison of Expenses – Directly Incurred, Equipment/Inventory Purchases, Statutory Expenses and Non-Budgetary Disbursements by Element to Authorized Budget.

(in thousands)							
	2007-2008 Estimates (a)	Adjust- ments (b)	2007-2008 Budget	Authorized Supple- mentary (c)	2007-2008 Authorized Budget	2007-2008 Actuals (d)	Unexpended (Over Expended)
4 Program Delivery Support Services							
4.0.1 Program Delivery Support							
- Operating Expenses	\$ 60,299	\$ -	\$ 60,299	\$ 1,100	\$ 61,399	\$ 60,211	\$ 1,188
- Capital Investment	-	-	-	-	-	12	(12)
	<u>\$ 60,299</u>	<u>\$ -</u>	<u>\$ 60,299</u>	<u>\$ 1,100</u>	<u>\$ 61,399</u>	<u>\$ 60,223</u>	<u>\$ 1,176</u>
5 Basic Education Programs							
5.0.1 Basic Education Program Initiatives							
- Operating Expenses	\$ 45,227	\$ 10,325	\$ 55,552	\$ -	\$ 55,552	\$ 51,514	\$ 4,038
- Operating Expenses funded by Lotteries	8,000	-	8,000	-	8,000	8,000	-
- Capital Investment	825	-	825	-	825	490	335
5.0.2 Learning Resources							
- Operating Expenses	33,513	4,290	37,803	-	37,803	38,232	(429)
- Capital Investment	300	710	1,010	-	1,010	834	176
5.0.3 Amortization of Capital Assets	373	-	373	-	373	283	90
	<u>\$ 88,238</u>	<u>\$ 15,325</u>	<u>\$ 103,563</u>	<u>\$ -</u>	<u>\$ 103,563</u>	<u>\$ 99,353</u>	<u>\$ 4,210</u>
6 Accredited Private Schools							
6.0.1 Accredited Private Schools Support	\$ 104,861	\$ -	\$ 104,861	\$ -	\$ 104,861	\$ 101,238	\$ 3,623
6.0.2 Accredited Private Operators Support	39,492	-	39,492	-	39,492	40,537	(1,045)
	<u>\$ 144,353</u>	<u>\$ -</u>	<u>\$ 144,353</u>	<u>\$ -</u>	<u>\$ 144,353</u>	<u>\$ 141,775</u>	<u>\$ 2,578</u>
7 School Facilities							
7.0.1 Plant Operations and Maintenance	\$ 416,743	\$ -	\$ 416,743	\$ -	\$ 416,743	\$ 420,269	\$ (3,526)
7.0.2 School Facilities Infrastructure							
- Operating Expenses	457,768	-	457,768	97,300	555,068	556,370	(1,302)
- Operating Expenses funded by Lotteries	60,300	-	60,300	-	60,300	60,300	-
	<u>\$ 934,811</u>	<u>\$ -</u>	<u>\$ 934,811</u>	<u>\$ 97,300</u>	<u>\$ 1,032,111</u>	<u>\$ 1,036,939</u>	<u>\$ (4,828)</u>
Total Voted Expenses	<u>\$ 4,076,891</u>	<u>\$ 15,325</u>	<u>\$ 4,092,216</u>	<u>\$ 162,400</u>	<u>\$ 4,254,616</u>	<u>\$ 4,247,121</u>	<u>\$ 7,495</u>

Comparison of Expenses – Directly Incurred, Equipment/Inventory Purchases, Statutory Expenses and Non-Budgetary Disbursements by Element to Authorized Budget.

(in thousands)							
	2007-2008 Estimates (a)	Adjust- ments (b)	2007-2008 Budget	Authorized Supple- mentary (c)	2007-2008 Authorized Budget	2007-2008 Actuals (d)	Unexpended (Over Expended)
Voted Operating Expenses							
Program Operating Expenses	\$ 3,946,666	\$ 14,615	\$ 3,961,281	\$ 162,400	\$ 4,123,681	\$ 4,116,262	\$ 7,419
Program Operating Expenses funded by Lotteries	129,100	-	129,100	-	129,100	129,100	-
Subtotal	<u>4,075,766</u>	<u>14,615</u>	<u>4,090,381</u>	<u>162,400</u>	<u>4,252,781</u>	<u>4,245,362</u>	<u>7,419</u>
Equipment/Inventory Purchases	1,125	710	1,835	-	1,835	1,759	76
Total Voted Expenses	<u>\$ 4,076,891</u>	<u>\$ 15,325</u>	<u>\$ 4,092,216</u>	<u>\$ 162,400</u>	<u>\$ 4,254,616</u>	<u>\$ 4,247,121</u>	<u>\$ 7,495</u>
Statutory Expenses							
Valuation Adjustments							
Provision for Teachers' Pension	\$ 14,637	\$ -	\$ 14,637	\$ -	\$ 14,637	\$ (47,861)	\$ 62,498
Provision for Doubtful Accounts/ Bad Debt	-	-	-	-	-	25	(25)
Provision for Vacation Pay	-	-	-	-	-	347	(347)
Total Statutory Payments	<u>\$ 14,637</u>	<u>\$ -</u>	<u>\$ 14,637</u>	<u>\$ -</u>	<u>\$ 14,637</u>	<u>\$ (47,489)</u>	<u>\$ 62,126</u>
Non-Budgetary Disbursements by Program							
5 Other Basic Education Programs							
5.0.2 Learning Resources							
Changes in Learning Resources							
Inventory during the year	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	\$ 123	\$ 877
Total Non-Budgetary Disbursements	<u>\$ 1,000</u>	<u>\$ -</u>	<u>\$ 1,000</u>	<u>\$ -</u>	<u>\$ 1,000</u>	<u>\$ 123</u>	<u>\$ 877</u>

(a) Includes \$138,812 for the Teachers' Pension Provision.

(b) Adjustments reflect Treasury Board approved changes to the Authorized Budget.

(c) Supplementary Estimates were approved in November 2007 and April 2008. Treasury Board approval is pursuant to section 24(2) of the *Financial Administration Act*.

(d) Includes achievement bonus amounting to \$2,291.

Schedule 6

Salary and Benefits Disclosure

	(in dollars)					
	2008				2007	
	Base Salary (a)	Other Cash Benefits (b)	Non-Cash Benefits (c)	Total	Total	
Deputy Minister (d)	\$ 230,520	\$ 54,500	\$ 56,812	\$ 341,832	\$	281,804
Executives						
Assistant Deputy Minister (e)						
Accountability and Reporting	\$ 164,736	\$ 35,678	\$ 40,648	\$ 241,062	\$	208,710
Assistant Deputy Minister (e)(f)						
Learning Supports	\$ 157,356	\$ 40,126	\$ 28,850	\$ 226,332	\$	208,710
Assistant Deputy Minister (e)(g)						
Program Development and Standards	\$ 161,020	\$ 21,718	\$ 41,413	\$ 224,151	\$	208,710
Assistant Deputy Minister (h)						
Strategic Services	\$ 162,954	\$ 26,210	\$ 44,462	\$ 233,626	\$	220,293
Executive Director (i)						
People Resources	\$ 134,868	\$ 14,987	\$ 29,648	\$ 179,503	\$	86,243

Prepared in accordance with Treasury Board Directive 12/98 as amended.

- (a) Base salary includes regular base pay.
- (b) Other Cash Benefits include bonuses, vacation payouts and lump sum payments.
- (c) Non-Cash Benefits include the government's share of all employee benefits and contributions or payments made on behalf of employees including pension, supplementary retirement plans, health care, dental coverage, group life insurance, short and long term disability plans, professional memberships and tuition fees.
- (d) Automobile provided, no dollar amounts included in the schedule.
- (e) Other Cash Benefits include \$51,887 in holiday pay (2007 - \$0).
- (f) This position was occupied by three individuals during the year.
- (g) This position was occupied by two individuals during the year.
- (h) This position was occupied by two individuals during the year. Base Salary and Non-Cash benefits for March 2008 were proportioned to show change effective March 13, 2008.
- (i) The 2007 amount was for 5 1/2 months.

Schedule 7

Related Party Transactions

Related parties are those entities consolidated or accounted for on a modified equity basis in the Province of Alberta's financial statements. Alberta's school jurisdictions are accounted for on a modified equity basis in the consolidated financial statements of the Ministry.

The Department paid or collected certain taxes and fees set by regulation for permits, licenses and other charges. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

The Department had the following transactions with related parties:

	(in thousands)	
	2008	2007
		(Restated)
Revenues		
Internal Government Transfers		
- Lottery Fund	\$ 129,100	\$ 129,100
School Jurisdictions	28,173	19,844
Post-secondary Institutions	710	677
Health Authorities	20	1
Other Ministries	758	433
	<u>\$ 158,761</u>	<u>\$ 150,055</u>
Expenses: Grants		
School Jurisdictions	\$ 3,701,027	\$ 3,464,348
Post-secondary Institutions	1,741	353
Health Authorities	33	210
Expenses: Other		
School Jurisdictions	9,794	8,099
Post-secondary Institutions	430	117
Health Authorities	125	104
Other Ministries	4,622	4,767
	<u>\$ 3,717,772</u>	<u>\$ 3,477,998</u>
Assets: Accounts Receivable		
School Jurisdictions	\$ 352	\$ 2,772
Post-secondary Institutions	28	11
Health Authorities	1	-
	<u>\$ 381</u>	<u>\$ 2,783</u>
Liabilities: Accounts Payable		
School Jurisdictions	\$ 66,120	\$ 6,132
Post-secondary Institutions	962	137
Health Authorities	42	9
	<u>\$ 67,124</u>	<u>\$ 6,278</u>

The above transactions do not include support service arrangements disclosed in Schedule 3.

Schedule 7 (continued)

Related Party Transactions

Expenses – Incurred by Others

The Department also had the following transactions with related parties for which no consideration was exchanged. The amounts for these transactions are estimated based on the costs incurred by the service provider. These amounts are also included in Schedule 8.

	(in thousands)	
	2008	2007
Service received		
Accommodation	\$ 8,511	\$ 7,402
Legal Services	297	284
Other	2,807	2,670
	<u>\$ 11,615</u>	<u>\$ 10,356</u>

The Department receives benefit from school jurisdiction meetings and consultation, for which jurisdictions incur travel and administrative costs. These amounts were incurred in the normal course of business and have not been included in this schedule.

Schedule 8

Allocated Costs

(in thousands)									
2008									2007
									Restated (See Note 3)
Program	Expenses ^(a)	Expenses - Incurred by Others			Valuation Adjustments			Total	Total
		Accommoda- tion Costs ^{(b)(d)}	Legal Services ^(c)	Other Costs	Vacation Pay ^(d)	Doubtful Accounts	Teachers' Pension	Expenses	Expenses
Operating Support to School Jurisdictions	\$ 2,683,396	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,683,396	\$ 2,500,576
Teachers' Pension	197,383	-	-	-	-	-	(47,861)	149,522	210,073
Basic Education Programs	98,029	1,244	-	-	-	-	-	99,273	86,613
Accredited Private Schools	141,775	-	-	-	-	-	-	141,775	144,023
School Facilities	1,036,939	-	-	-	-	-	-	1,036,939	973,298
Ministry Support Services	27,629	2,226	297	2,807	-	-	-	32,959	30,012
Program Delivery Support Services	60,211	5,041	-	-	347	25	-	65,624	65,566
	<u>\$ 4,245,362</u>	<u>\$ 8,511</u>	<u>\$ 297</u>	<u>\$ 2,807</u>	<u>\$ 347</u>	<u>\$ 25</u>	<u>\$ (47,861)</u>	<u>\$ 4,209,488</u>	<u>\$ 4,010,161</u>

(a) Expenses - Directly Incurred as per Statement of Operations, excluding Valuation Adjustments.

(b) Costs shown for Accommodation on Schedule 7, allocated to the Department by square footage.

(c) Legal Services Expense is allocated by the number of hours utilized by program.

(d) Allocated based on number of employees supporting each program.

Alberta School Foundation Fund
Financial Statements
March 31, 2008

Auditor's Report

Statement of Operations

Statement of Financial Position

Statement of Cash Flows

Notes to the Financial Statements



Auditor's Report

To the Minister of Education

I have audited the statement of financial position of the Alberta School Foundation Fund as at March 31, 2008 and the statements of operations and cash flows for the year then ended. These financial statements are the responsibility of the Fund's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these financial statements present fairly, in all material respects, the financial position of the Fund as at March 31, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Edmonton, Alberta
May 21, 2008

 FCA
Auditor General

Alberta School Foundation Fund Statement of Operations

Year ended March 31, 2008

	(in thousands)		
	2008		2007
	Budget	Actual	Actual
Revenues			
Education Property Taxes	\$ 1,378,000	\$ 1,392,930	\$ 1,330,416
Investment Income	300	456	385
	<u>1,378,300</u>	<u>1,393,386</u>	<u>1,330,801</u>
Expenses			
Payments to School Boards	1,371,664	1,373,567	1,306,297
Interest on Advance from General Revenues	6,200	6,694	6,219
	<u>1,377,864</u>	<u>1,380,261</u>	<u>1,312,516</u>
Net Operating Result	<u>\$ 436</u>	<u>\$ 13,125</u>	<u>\$ 18,285</u>

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund Statement of Financial Position

As at March 31, 2008

	(in thousands)	
	2008	2007
Assets		
Consolidated Cash Investment Trust Fund (Note 3)	\$ 48,005	\$ 37,162
Requisitions Receivable	18,109	16,210
Receivable from School Boards	2,525	2,857
	<u>\$ 68,639</u>	<u>\$ 56,229</u>
Liabilities		
Accrued Liabilities	\$ -	\$ 277
Allowance for Assessment Adjustments and Appeals (Note 6)	1,465	1,903
	<u>1,465</u>	<u>2,180</u>
Net Assets		
Net Assets, Beginning of Year	54,049	35,764
Net Operating Result	13,125	18,285
Net Assets, End of Year	<u>67,174</u>	<u>54,049</u>
	<u>\$ 68,639</u>	<u>\$ 56,229</u>

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund Statement of Cash Flows

Year ended March 31, 2008

	(in thousands)	
	2008	2007
Operating Transactions		
Net Operating Result	\$ 13,125	\$ 18,285
(Increase) in Requisitions Receivable	(1,899)	(12,102)
(Increase) Decrease in Receivables from School Boards	332	(1,419)
(Decrease) Increase in Accounts Payable and Accrued Liabilities	(277)	1
(Decrease) in Unearned Revenue	-	(8,381)
(Decrease) in Allowance for Assessment Adjustments and Appeals	(438)	(827)
Net Cash Provided by (Applied to) Operating Transactions	10,843	(4,443)
Cash and Cash Equivalents, Beginning of Year	37,162	41,605
Cash and Cash Equivalents, End of Year	<u>\$ 48,005</u>	<u>\$ 37,162</u>

The accompanying notes are part of these financial statements.

Alberta School Foundation Fund

Notes to the Financial Statements

March 31, 2008

NOTE 1 AUTHORITY AND PURPOSE

The Alberta School Foundation Fund (the Fund) operates under the authority of the *School Act*, Revised Statutes of Alberta 2000, chapter S-3.

The Fund makes requisitions to municipalities based on the equalized assessment of real property in Alberta and mill rates established by the Lieutenant Governor in Council. The purpose of the Fund is to provide funding to school boards based on an equal amount per eligible student.

NOTE 2 SIGNIFICANT ACCOUNTING AND REPORTING POLICIES

These financial statements are prepared primarily in accordance with Canadian generally accepted accounting principles for the public sector as recommended by the Public Sector Accounting Board (PSAB) of the Canadian Institute of Chartered Accountants. The PSAB financial statements presentation standard for government financial statements has been modified to more appropriately reflect the nature of the Fund.

(a) Reporting Entity

The reporting entity is the Alberta School Foundation Fund, which is part of the Ministry of Education for which the Minister of Education is accountable.

(b) Basis of Financial Reporting

Expenses

(in thousands)

Expenses are those costs for which the Fund has primary responsibility and accountability, as reflected in the government's budget documents.

Opted out separate school boards which have passed a resolution pursuant to section 171(2) of the *School Act* have the authority to requisition and collect levies from municipalities on their declared residential and non-residential property at a rate not less than the provincial rate applied in that municipality. As a result, these boards do not participate fully in the Alberta School Foundation Fund.

Payments to school boards include \$213,247 (2007 – \$199,256) paid to opted-out separate school boards to increase their funding to a level the boards would otherwise receive if participating fully in the Alberta School Foundation Fund.

NOTE 2 SIGNIFICANT ACCOUNTING AND REPORTING POLICIES (CONTINUED)

(b) Basis of Financial Reporting (continued)

Measurement Uncertainty

(in thousands)

Measurement uncertainty exists when there may be a significant difference between the recorded amount and another reasonably possible amount.

Estimates are used in the determination of the allowance for assessment adjustments and appeals amounting to \$1,465 (2007 – \$1,903). Changes in future conditions in the near term could require a material change in the recorded amounts.

Net Assets

Net assets are restricted by section 176(1) of the *School Act* in that money in the Fund is payable only to school boards except when a payment to General Revenues is required to repay advances and make interest payments, or to refund municipalities for overpayments made to the Fund.

NOTE 3 CONSOLIDATED CASH INVESTMENT TRUST FUND

This fund is managed with the objective of providing competitive interest income to depositors while maintaining appropriate security and liquidity of depositors' capital. The portfolio is comprised of high quality short-term and mid-term fixed income securities with a maximum term to maturity of three years. As at March 31, 2008 securities held by the Fund have an average effective market yield of 4.81 per cent per annum (2007 – 4.36 per cent).

NOTE 4 VALUATION OF FINANCIAL ASSETS AND LIABILITIES

Fair value is the amount of consideration agreed upon in an arm's length transaction between knowledgeable, willing parties who are under no compulsion to act.

The fair values of the Consolidated Cash Investment Trust Fund, receivables and accrued liabilities are estimated at their carrying values because of the short-term nature of these instruments.

NOTE 5 RELATED PARTY TRANSACTIONS

Operating costs incurred in the administration of the Fund borne by other ministries are not reflected in these financial statements. The Fund is prohibited from paying administration costs under section 176(2) of the *School Act*.

Under the provisions of the *Financial Administration Act*, the Fund receives monthly advances from General Revenues to make payments to school boards in accordance with section 176(1) of the *School Act*. The Fund repays the advances as monies are received from municipalities and opted-out separate school boards. The Fund pays interest on the advances at the appropriate bankers' acceptance rate less 0.05 per cent. Interest is calculated on a pro rata basis for the number of days the advances are outstanding.

The Fund distributes monies to school boards based on an equal amount per eligible student. The following describes the related party transactions of the Fund:

	(in thousands)	
	2008	2007
Payments to School Boards (a)	\$ 1,369,363	\$ 1,302,734
Interest paid on Advances from General Revenue	6,694	6,219
	<u>\$ 1,376,057</u>	<u>\$ 1,308,953</u>

(a) These amounts do not agree to the Statement of Operations because the two school boards in Lloydminster, Saskatchewan are non-related parties.

NOTE 6 ALLOWANCE FOR ASSESSMENT ADJUSTMENTS AND APPEALS

(in thousands)

If it is determined on appeal under the *Municipal Government Act* that a municipality has paid an amount into the Alberta School Foundation Fund in excess of the sum that is required to be paid, the Minister of Education may order the repayment of the excess to the municipality. The amount required to be paid is equivalent to the sum of the applicable education property tax rates applied to the equalized assessment of the municipality for residential and farm land, non-residential property and machinery and equipment. Taxpayers may appeal or request adjustments to their assessment to their local Assessment Review Boards, Municipal Government Board and/or the Court of Queen's Bench.

The Fund has recorded an allowance for anticipated assessment adjustments and appeals of \$1,465 (2007 – \$1,903) based on discussions with the Ministry of Municipal Affairs, historical trends and changes in the equalized assessment process.

NOTE 7 CONTINGENT LIABILITIES
(in thousands)

Contingent Liabilities are possible obligations that may result in the future sacrifice of economic benefits arising from existing conditions or situations involving uncertainty.

At March 31, 2008 the Alberta School Foundation Fund has a contingent liability in excess of \$1,000 (2007 – \$300,000) as a result of outstanding property assessment appeals before the Municipal Government Board and/or at various stages in the legal system. The probability of loss resulting from these claims cannot be determined.

NOTE 8 BUDGET

The budget amounts in these financial statements are taken from the 2007/2008 Government and Lottery Fund Estimates approved April 19, 2007.

NOTE 9 APPROVAL OF FINANCIAL STATEMENTS

These financial statements were approved by the Deputy Minister and the Senior Financial Officer for the Department of Education.

Unaudited Summary of School Jurisdictions Financial Information

(includes School Boards and Charter Schools)

Unaudited Summary of School Jurisdictions Statements of Financial Position

Unaudited Summary of School Jurisdictions Statements of Operations and
Changes in Financial Position

Summary of Significant Accounting Policies

Disclosure of Salaries and Benefits for Superintendent Positions

For additional information:

The audited financial statements of school jurisdictions are available at
<http://www.education.gov.ab.ca/funding/afs/>

A printed copy of the audited financial statements of school jurisdictions (in three volumes) is available for reference at the following Alberta depository libraries:

- Alberta Government Library – Capital Boulevard Site
- Alberta Legislature Library
- Calgary Public Library
- Edmonton Public Library
- University of Alberta Library
- University of Calgary Library
- University of Lethbridge Library

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Almadina School Society	Aspen View Regional Div. #19	Aurora School Ltd.	Battle River Regional Div. #31
Assets				
Current:				
Cash and temporary investments	\$ 1,043,762	\$ 3,110,592	\$ 4,530,562	\$ 13,788,523
Accounts receivable (net after allowances)	138,463	701,964	164,392	1,020,929
Prepaid expenses	60,151	360,324	-	589,125
Other current assets	-	4,066,918	-	769,407
	1,242,376	8,239,798	4,694,954	16,167,984
School generated assets	4,215	468,051	-	960,840
Trust assets	-	-	-	600,949
Long term Accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	129,203	11,335,809	768,651	38,965,480
Total Assets	\$ 1,375,794	\$ 20,043,658	\$ 5,463,605	\$ 56,695,253
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	267,279	1,629,162	652,407	3,114,248
Deferred revenue	32,160	319,562	143,417	2,715,917
Deferred capital allocations	-	-	-	219,300
Current portion of long term debt	-	594,343	25,756	998,221
	299,439	2,543,067	821,580	7,047,686
School generated funds	4,215	468,051	-	960,840
Trust liabilities	-	-	-	600,949
Employee future benefits liability	-	254,925	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	-	2,735,482	31,805	5,769,259
Other long term liabilities	-	-	-	-
Unamortized capital allocations	35,000	7,191,750	115,776	14,616,253
Total Liabilities	\$ 338,654	\$ 13,193,275	\$ 969,161	\$ 28,994,987
Net Assets:				
Unrestricted net assets	\$ 942,937	\$ 853,893	\$ 3,646,983	\$ 1,216,033
Operating reserves	-	4,686,864	252,146	8,896,119
Accumulated operating surplus (deficit)	942,937	5,540,757	3,899,129	10,112,152
Investment in capital assets	94,203	814,234	595,315	17,581,747
Capital reserves	-	495,392	-	6,367
Total capital funds	94,203	1,309,626	595,315	17,588,114
Total Net Assets	\$ 1,037,140	\$ 6,850,383	\$ 4,494,444	\$ 27,700,266
Total Liabilities and Net Assets	\$ 1,375,794	\$ 20,043,658	\$ 5,463,605	\$ 56,695,253

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
Assets				
Current:				
Cash and temporary investments	\$ 12,478,741	\$ 1,028,288	\$ 4,868,364	\$ 392,090
Accounts receivable (net after allowances)	1,175,770	99,067	920,398	157,976
Prepaid expenses	97,166	22,865	226,947	103,524
Other current assets	966,742	-	6,075	9,412
	14,718,419	1,150,220	6,021,784	663,002
School generated assets	827,149	7,418	712,138	9,483
Trust assets	312,049	30,047	414,421	-
Long term Accounts receivable	110,400	-	-	-
Long term investments	-	-	-	137
Capital assets	63,068,203	76,132	33,993,131	274,592
Total Assets	\$ 79,036,220	\$ 1,263,817	\$ 41,141,474	\$ 947,214
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	3,796,679	18,479	1,816,324	151,436
Deferred revenue	1,698,190	752	1,156,983	421,219
Deferred capital allocations	1,804,089	-	-	-
Current portion of long term debt	1,538,067	-	1,493,766	-
	8,837,025	19,231	4,467,073	572,655
School generated funds	827,149	7,418	712,138	9,483
Trust liabilities	312,049	30,047	414,421	-
Employee future benefits liability	59,400	-	4,666	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	3,994,735	-	6,578,587	-
Other long term liabilities	-	-	-	-
Unamortized capital allocations	51,066,004	-	23,956,763	-
Total Liabilities	\$ 65,096,362	\$ 56,696	\$ 36,133,648	\$ 582,138
Net Assets:				
Unrestricted net assets	\$ 352,011	\$ 1,130,989	\$ 1,914,871	\$ 90,483
Operating reserves	4,916,323	-	1,119,939	-
Accumulated operating surplus (deficit)	5,268,334	1,130,989	3,034,810	90,483
Investment in capital assets	6,469,397	76,132	1,964,014	274,593
Capital reserves	2,202,127	-	9,002	-
Total capital funds	8,671,524	76,132	1,973,016	274,593
Total Net Assets	\$ 13,939,858	\$ 1,207,121	\$ 5,007,826	\$ 365,076
Total Liabilities and Net Assets	\$ 79,036,220	\$ 1,263,817	\$ 41,141,474	\$ 947,214

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Calgary Girls' School Society	Calgary Roman Catholic Sep. School Dist. # 1	Calgary School Dist. # 19	Calgary Science School Society
Assets				
Current:				
Cash and temporary investments	\$ 2,331,578	\$ 47,057,593	\$ 148,465,530	\$ 900,338
Accounts receivable (net after allowances)	41,169	24,399,052	11,068,053	40,964
Prepaid expenses	123,575	1,579,273	2,727,656	142,687
Other current assets	-	650,309	640,677	-
	2,496,322	73,686,227	162,901,916	1,083,989
School generated assets	56,268	2,061,644	13,966,226	-
Trust assets	-	416,261	-	-
Long term Accounts receivable	-	-	-	-
Long term investments	-	-	45,790,235	-
Capital assets	278,109	281,366,082	435,263,915	252,610
Total Assets	\$ 2,830,699	\$ 357,530,214	\$ 657,922,292	\$ 1,336,599
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	31,827	40,044,031	68,482,374	31,460
Deferred revenue	287,963	1,171,873	51,544,670	524,645
Deferred capital allocations	-	17,781,532	9,626,446	-
Current portion of long term debt	-	4,264,516	8,118,868	-
	319,790	63,261,952	137,772,358	556,105
School generated funds	56,268	2,061,644	13,966,226	-
Trust liabilities	-	416,261	-	-
Employee future benefits liability	-	-	24,568,220	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	-	5,356,624	35,491,711	-
Other long term liabilities	-	-	1,287,455	-
Unamortized capital allocations	73,265	241,566,793	321,090,011	-
Total Liabilities	\$ 449,323	\$ 312,663,274	\$ 534,175,981	\$ 556,105
Net Assets:				
Unrestricted net assets	\$ 946,332	\$ 8,594,797	\$ 826,678	\$ -
Operating reserves	1,143,593	6,084,059	23,447,810	527,884
Accumulated operating surplus (deficit)	2,089,925	14,678,856	24,274,488	527,884
Investment in capital assets	291,451	30,178,149	69,275,871	252,610
Capital reserves	-	9,935	30,195,952	-
Total capital funds	291,451	30,188,084	99,471,823	252,610
Total Net Assets	\$ 2,381,376	\$ 44,866,940	\$ 123,746,311	\$ 780,494
Total Liabilities and Net Assets	\$ 2,830,699	\$ 357,530,214	\$ 657,922,292	\$ 1,336,599

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Canadian Rockies Regional Div. # 12	CAPE-Centre for Academic and Personal Excellence Institute	Chinook's Edge School Div. # 73	Christ the Redeemer Catholic Sep. Regional Div. # 3
Assets				
Current:				
Cash and temporary investments	\$ 3,205,318	\$ 226,637	\$ 20,334,836	\$ 17,372,652
Accounts receivable (net after allowances)	1,156,525	43,189	10,645,036	1,653,161
Prepaid expenses	377,497	32,527	920,791	286,203
Other current assets	-	-	505	410,993
	4,739,340	302,353	31,901,168	19,723,009
School generated assets	455,611	5,167	1,151,309	543,212
Trust assets	282,665	-	881,446	72,167
Long term Accounts receivable	-	-	-	-
Long term investments	-	388,733	85,527	-
Capital assets	34,595,204	36,174	92,695,075	55,025,432
Total Assets	\$ 40,072,820	\$ 732,427	\$ 126,714,525	\$ 75,363,820
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,412,029	228,476	7,129,623	2,017,918
Deferred revenue	956,328	1,531	4,160,707	1,323,522
Deferred capital allocations	1,738,241	-	13,088,670	14,795,182
Current portion of long term debt	672,913	4,076	1,383,728	632,987
	4,779,511	234,083	25,762,728	18,769,609
School generated funds	455,611	5,167	1,151,309	543,212
Trust liabilities	282,665	-	881,446	72,167
Employee future benefits liability	-	-	142,300	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	6,292,468	3,121	4,905,168	4,420,833
Other long term liabilities	-	-	-	-
Unamortized capital allocations	25,032,011	4,000	73,466,488	48,937,476
Total Liabilities	\$ 36,842,266	\$ 246,371	\$ 106,309,439	\$ 72,743,297
Net Assets:				
Unrestricted net assets	\$ 161,029	\$ 424,331	\$ 1,000,000	\$ 123,631
Operating reserves	191,445	36,746	4,055,545	1,400,189
Accumulated operating surplus (deficit)	352,474	461,077	5,055,545	1,523,820
Investment in capital assets	2,597,810	24,979	12,939,692	1,034,136
Capital reserves	280,270	-	2,409,849	62,567
Total capital funds	2,878,080	24,979	15,349,541	1,096,703
Total Net Assets	\$ 3,230,554	\$ 486,056	\$ 20,405,086	\$ 2,620,523
Total Liabilities and Net Assets	\$ 40,072,820	\$ 732,427	\$ 126,714,525	\$ 75,363,820

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Clearview School Div. # 71	East Central Alberta Catholic Sep. Schools Regional Div. # 16	East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7
Assets				
Current:				
Cash and temporary investments	\$ 5,917,891	\$ 6,267,750	\$ 690,965	\$ 23,044,077
Accounts receivable (net after allowances)	263,764	438,480	328,967	11,408,904
Prepaid expenses	224,383	98,852	4,835	2,989,637
Other current assets	214,233	-	-	394,848
	6,620,271	6,805,082	1,024,767	37,837,466
School generated assets	277,923	317,789	72,971	-
Trust assets	296,479	73,789	174,057	3,079,915
Long term Accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	26,586,801	16,541,887	14,994,057	104,762,371
Total Assets	\$ 33,781,474	\$ 23,738,547	\$ 16,265,852	\$ 145,679,752
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ 51,311
Accounts payable and accrued liabilities	830,184	475,462	102,070	21,249,214
Deferred revenue	781,186	1,225,333	256,332	7,253,772
Deferred capital allocations	468,126	1,575,060	97,480	576,163
Current portion of long term debt	435,217	193,405	24,486	1,237,932
	2,514,713	3,469,260	480,368	30,368,392
School generated funds	277,923	317,789	72,971	-
Trust liabilities	296,479	73,789	174,057	3,079,915
Employee future benefits liability	-	-	-	2,303,663
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	2,662,370	159,785	21,014	4,356,927
Other long term liabilities	-	-	-	-
Unamortized capital allocations	18,909,883	14,355,972	14,459,075	81,585,678
Total Liabilities	\$ 24,661,368	\$ 18,376,595	\$ 15,207,485	\$ 121,694,575
Net Assets:				
Unrestricted net assets	\$ 1,860,797	\$ 1,731,278	\$ 526,300	\$ 5,420,718
Operating reserves	2,608,914	1,467,229	42,585	-
Accumulated operating surplus (deficit)	4,469,711	3,198,507	568,885	5,420,718
Investment in capital assets	4,579,331	1,832,742	489,482	17,581,834
Capital reserves	71,064	330,703	-	982,625
Total capital funds	4,650,395	2,163,445	489,482	18,564,459
Total Net Assets	\$ 9,120,106	\$ 5,361,952	\$ 1,058,367	\$ 23,985,177
Total Liabilities and Net Assets	\$ 33,781,474	\$ 23,738,547	\$ 16,265,852	\$ 145,679,752

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2
Assets				
Current:				
Cash and temporary investments	\$ 82,655,421	\$ 7,956,473	\$ 18,865,979	\$ 4,323,543
Accounts receivable (net after allowances)	11,969,922	2,435,158	2,430,800	1,582,841
Prepaid expenses	1,060,469	128,755	260,719	174,591
Other current assets	5,390,656	8,694	12,659	-
	101,076,468	10,529,080	21,570,157	6,080,975
School generated assets	4,541,127	627,040	2,935,947	427,698
Trust assets	642,641	90,872	3,907,064	146,840
Long term Accounts receivable	1,716,148	-	-	-
Long term investments	-	-	-	-
Capital assets	274,247,951	35,937,451	43,451,264	43,126,098
Total Assets	\$ 382,224,335	\$ 47,184,443	\$ 71,864,432	\$ 49,781,611
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	30,819,900	3,022,575	7,384,428	1,707,798
Deferred revenue	17,848,969	2,044,360	1,816,025	408,926
Deferred capital allocations	10,211,484	-	44,695	-
Current portion of long term debt	4,717,754	1,227,181	1,310,162	572,572
	63,598,107	6,294,116	10,555,310	2,689,296
School generated funds	4,541,127	627,040	2,935,947	427,698
Trust liabilities	642,641	90,872	3,907,064	146,840
Employee future benefits liability	-	580,152	-	-
Long term accounts payable and accrued liabilities	1,716,148	-	-	-
Long term debt	16,988,100	3,562,394	7,001,563	3,000,690
Other long term liabilities	-	-	-	-
Unamortized capital allocations	161,496,673	26,517,459	33,264,138	37,341,647
Total Liabilities	\$ 248,982,796	\$ 37,672,033	\$ 57,664,022	\$ 43,606,171
Net Assets:				
Unrestricted net assets	\$ 13,408,159	\$ 886,484	\$ -	\$ 534,219
Operating reserves	22,700,000	3,499,352	10,592,576	3,410,621
Accumulated operating surplus (deficit)	36,108,159	4,385,836	10,592,576	3,944,840
Investment in capital assets	91,045,425	4,630,424	2,192,765	2,211,198
Capital reserves	6,087,955	496,150	1,415,069	19,402
Total capital funds	97,133,380	5,126,574	3,607,834	2,230,600
Total Net Assets	\$ 133,241,539	\$ 9,512,410	\$ 14,200,410	\$ 6,175,440
Total Liabilities and Net Assets	\$ 382,224,335	\$ 47,184,443	\$ 71,864,432	\$ 49,781,611

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	FFCA Charter School Society	Foothills School Div. # 38	Fort McMurray Roman Catholic Sep. School Dist. # 32	Fort McMurray School Dist. # 2833
Assets				
Current:				
Cash and temporary investments	\$ 3,365,427	\$ 9,477,455	\$ 9,097,340	\$ 17,963,027
Accounts receivable (net after allowances)	485,775	1,071,783	3,061,066	1,146,554
Prepaid expenses	140,641	272,966	71,355	772,555
Other current assets	-	-	-	-
	3,991,843	10,822,204	12,229,761	19,882,136
School generated assets	-	1,033,630	1,130,786	965,644
Trust assets	72,508	434,882	563,468	788,065
Long term Accounts receivable	-	-	-	100,000
Long term investments	-	-	-	-
Capital assets	1,199,197	59,117,408	42,504,650	40,713,910
Total Assets	\$ 5,263,548	\$ 71,408,124	\$ 56,428,665	\$ 62,449,755
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	723,076	4,057,142	2,558,378	3,811,872
Deferred revenue	1,310,942	1,310,634	1,471,236	2,213,581
Deferred capital allocations	-	1,345,672	874,979	10,359,899
Current portion of long term debt	-	1,028,410	206,016	203,156
	2,034,018	7,741,858	5,110,609	16,588,508
School generated funds	-	1,033,630	1,130,786	965,644
Trust liabilities	72,508	434,882	563,468	788,065
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	-	2,979,146	1,132,308	99,957
Other long term liabilities	-	-	-	-
Unamortized capital allocations	612,036	47,929,567	27,601,981	31,589,982
Total Liabilities	\$ 2,718,562	\$ 60,119,083	\$ 35,539,152	\$ 50,032,156
Net Assets:				
Unrestricted net assets	\$ -	\$ -	\$ 1,575,497	\$ 19,311
Operating reserves	1,957,825	2,025,197	1,950,000	2,696,364
Accumulated operating surplus (deficit)	1,957,825	2,025,197	3,525,497	2,715,675
Investment in capital assets	587,161	7,206,774	13,564,341	8,820,809
Capital reserves	-	2,057,070	3,799,675	881,115
Total capital funds	587,161	9,263,844	17,364,016	9,701,924
Total Net Assets	\$ 2,544,986	\$ 11,289,041	\$ 20,889,513	\$ 12,417,599
Total Liabilities and Net Assets	\$ 5,263,548	\$ 71,408,124	\$ 56,428,665	\$ 62,449,755

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75	Grande Prairie Public School Dist. # 2357	Grande Prairie Roman Catholic Sep. School Dist. # 28
Assets				
Current:				
Cash and temporary investments	\$ 5,037,400	\$ 5,731,395	\$ 7,757,876	\$ 7,133,470
Accounts receivable (net after allowances)	1,521,015	1,373,843	2,180,896	1,265,487
Prepaid expenses	171,667	357,696	1,998,735	175,816
Other current assets	103,837	212,476	184,921	106,188
	6,833,919	7,675,410	12,122,428	8,680,961
School generated assets	268,451	1,173,706	513,052	485,685
Trust assets	392,908	447,184	817,366	86,914
Long term Accounts receivable	-	-	-	1,438,855
Long term investments	-	-	-	-
Capital assets	52,895,060	37,688,286	54,197,309	42,990,857
Total Assets	<u>\$ 60,390,338</u>	<u>\$ 46,984,586</u>	<u>\$ 67,650,155</u>	<u>\$ 53,683,272</u>
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,429,750	2,271,652	3,015,560	3,275,583
Deferred revenue	250,323	2,139,651	2,322,310	3,065,833
Deferred capital allocations	742,070	2,002,455	6,419,930	2,387,940
Current portion of long term debt	812,297	647,780	1,376,097	849,209
	4,234,440	7,061,538	13,133,897	9,578,565
School generated funds	268,451	1,173,706	513,052	485,685
Trust liabilities	392,908	447,184	817,366	86,914
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	1,952,534	4,678,849	6,180,088	3,333,344
Other long term liabilities	-	-	-	-
Unamortized capital allocations	42,637,668	27,728,713	44,825,857	35,670,355
Total Liabilities	<u>\$ 49,486,001</u>	<u>\$ 41,089,990</u>	<u>\$ 65,470,260</u>	<u>\$ 49,154,863</u>
Net Assets:				
Unrestricted net assets	\$ -	\$ 1,199,150	\$ 10,789	\$ -
Operating reserves	2,694,979	-	310,876	475,529
Accumulated operating surplus (deficit)	2,694,979	1,199,150	321,665	475,529
Investment in capital assets	7,492,765	4,647,759	1,815,267	3,137,943
Capital reserves	716,593	47,687	42,963	914,937
Total capital funds	8,209,358	4,695,446	1,858,230	4,052,880
Total Net Assets	<u>\$ 10,904,337</u>	<u>\$ 5,894,596</u>	<u>\$ 2,179,895</u>	<u>\$ 4,528,409</u>
Total Liabilities and Net Assets	<u>\$ 60,390,338</u>	<u>\$ 46,984,586</u>	<u>\$ 67,650,155</u>	<u>\$ 53,683,272</u>

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Grande Yellowhead Regional Div. # 35	Grasslands Regional Div. # 6	Greater North Central Francophone Education Region # 2	Greater Southern Public Francophone Education Region # 4
Assets				
Current:				
Cash and temporary investments	\$ 9,032,437	\$ 11,988,859	\$ 4,357,806	\$ 2,797,518
Accounts receivable (net after allowances)	784,306	644,985	944,771	884,454
Prepaid expenses	357,948	25,891	439,205	-
Other current assets	53,044	94,377	-	-
	10,227,735	12,754,112	5,741,782	3,681,972
School generated assets	647,517	550,166	226,768	24,900
Trust assets	636,127	260,885	99,628	892,771
Long term Accounts receivable	26,500	-	-	-
Long term investments	-	-	-	-
Capital assets	32,760,580	17,083,632	23,708,846	10,654,613
Total Assets	\$ 44,298,459	\$ 30,648,795	\$ 29,777,024	\$ 15,254,256
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,539,382	1,289,434	1,031,264	404,335
Deferred revenue	901,081	1,427,988	896,978	715,879
Deferred capital allocations	-	3,416,249	-	-
Current portion of long term debt	754,493	489,192	14,829	-
	4,194,956	6,622,863	1,943,071	1,120,214
School generated funds	647,517	550,166	226,768	24,900
Trust liabilities	636,127	260,885	99,628	892,771
Employee future benefits liability	-	-	170,000	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	2,329,203	4,683,530	29,549	-
Other long term liabilities	-	-	-	-
Unamortized capital allocations	22,780,986	8,285,078	17,129,753	10,266,377
Total Liabilities	\$ 30,588,789	\$ 20,402,522	\$ 19,598,769	\$ 12,304,262
Net Assets:				
Unrestricted net assets	\$ 1,182,885	\$ 2,061,165	\$ 3,462,223	\$ 732,479
Operating reserves	4,643,164	4,367,770	151,317	1,829,279
Accumulated operating surplus (deficit)	5,826,049	6,428,935	3,613,540	2,561,758
Investment in capital assets	6,895,896	3,625,830	6,534,715	388,236
Capital reserves	987,725	191,508	30,000	-
Total capital funds	7,883,621	3,817,338	6,564,715	388,236
Total Net Assets	\$ 13,709,670	\$ 10,246,273	\$ 10,178,255	\$ 2,949,994
Total Liabilities and Net Assets	\$ 44,298,459	\$ 30,648,795	\$ 29,777,024	\$ 15,254,256

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Greater Southern Sep. Catholic Francophone Education Region # 4	Greater St. Albert Catholic Regional Div. # 29	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37
Assets				
Current:				
Cash and temporary investments	\$ 3,161,256	\$ 5,194,778	\$ 12,324,795	\$ 8,073,927
Accounts receivable (net after allowances)	1,054,178	1,506,861	450,650	934,985
Prepaid expenses	27,870	789,452	289,777	140,387
Other current assets	-	-	-	1,872
	4,243,304	7,491,091	13,065,222	9,151,171
School generated assets	28,872	1,051,974	591,069	303,048
Trust assets	30,375	631,439	557,195	55,603
Long term Accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	5,847,165	33,300,395	22,665,749	22,955,014
Total Assets	\$ 10,149,716	\$ 42,474,899	\$ 36,879,235	\$ 32,464,836
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	669,689	3,309,524	1,696,080	1,963,080
Deferred revenue	720,117	1,804,339	528,574	157,562
Deferred capital allocations	950,806	1,386,024	-	38,665
Current portion of long term debt	-	1,195,931	403,686	648,846
	2,340,612	7,695,818	2,628,340	2,808,153
School generated funds	28,872	1,051,974	591,069	303,048
Trust liabilities	30,375	631,439	557,195	55,603
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	-	8,840,962	498,579	2,433,438
Other long term liabilities	-	-	-	-
Unamortized capital allocations	5,383,938	18,022,788	17,828,221	17,637,951
Total Liabilities	\$ 7,783,797	\$ 36,242,981	\$ 22,103,404	\$ 23,238,193
Net Assets:				
Unrestricted net assets	\$ 239,465	\$ 478,970	\$ -	\$ 241,020
Operating reserves	983,700	-	6,957,987	5,057,336
Accumulated operating surplus (deficit)	1,223,165	478,970	6,957,987	5,298,356
Investment in capital assets	463,227	5,240,714	3,935,262	2,234,775
Capital reserves	679,527	512,234	3,882,583	1,693,512
Total capital funds	1,142,754	5,752,948	7,817,845	3,928,287
Total Net Assets	\$ 2,365,919	\$ 6,231,918	\$ 14,775,832	\$ 9,226,643
Total Liabilities and Net Assets	\$ 10,149,716	\$ 42,474,899	\$ 36,879,235	\$ 32,464,836

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51
Assets				
Current:				
Cash and temporary investments	\$ 559,855	\$ 3,550,858	\$ 7,643,898	\$ 8,209,755
Accounts receivable (net after allowances)	17,848,478	1,121,420	1,173,183	1,869,780
Prepaid expenses	101,725	-	11,883	203,013
Other current assets	9,000	-	321,295	111,712
	18,519,058	4,672,278	9,150,259	10,394,260
School generated assets	2,323,153	1,348,931	244,056	1,243,700
Trust assets	273,861	1,038	10,814	561,636
Long term Accounts receivable	-	-	-	10,524
Long term investments	-	4,372,214	-	-
Capital assets	42,310,216	21,622,914	15,370,458	43,281,153
Total Assets	\$ 63,426,288	\$ 32,017,375	\$ 24,775,587	\$ 55,491,273
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,115,993	1,320,485	1,882,088	3,685,256
Deferred revenue	1,405,565	453,666	952,384	2,713,073
Deferred capital allocations	16,099,295	-	2,311,024	619,822
Current portion of long term debt	467,223	127,743	397,664	937,877
	19,088,076	1,901,894	5,543,160	7,956,028
School generated funds	2,323,153	1,348,931	244,056	1,243,700
Trust liabilities	273,861	1,038	10,814	561,636
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	1,464,849	570,033	1,294,612	5,359,594
Other long term liabilities	345,000	653,943	-	14,369
Unamortized capital allocations	36,534,525	17,413,926	11,450,470	33,397,366
Total Liabilities	\$ 60,029,464	\$ 21,889,765	\$ 18,543,112	\$ 48,532,693
Net Assets:				
Unrestricted net assets	\$ (718,221)	\$ 4,836,181	\$ 36,528	\$ 387,782
Operating reserves	-	1,569,456	2,744,002	2,345,191
Accumulated operating surplus (deficit)	(718,221)	6,405,637	2,780,530	2,732,973
Investment in capital assets	3,843,619	3,511,213	2,305,563	3,586,317
Capital reserves	271,426	210,760	1,146,382	639,290
Total capital funds	4,115,045	3,721,973	3,451,945	4,225,607
Total Net Assets	\$ 3,396,824	\$ 10,127,610	\$ 6,232,475	\$ 6,958,580
Total Liabilities and Net Assets	\$ 63,426,288	\$ 32,017,375	\$ 24,775,587	\$ 55,491,273

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68	Medicine Hat Catholic Sep. Regional Div. # 20	Medicine Hat School Dist. # 76
Assets				
Current:				
Cash and temporary investments	\$ 9,538,529	\$ 7,046,013	\$ 1,471,762	\$ 9,219,056
Accounts receivable (net after allowances)	405,928	1,848,115	1,569,438	1,086,996
Prepaid expenses	38,968	39,337	300,239	257,190
Other current assets	144	217,942	118,316	478,475
	9,983,569	9,151,407	3,459,755	11,041,717
School generated assets	352,117	1,026,410	298,642	824,272
Trust assets	93,989	41,387	12,113	2,198,935
Long term Accounts receivable	-	-	-	-
Long term investments	-	2,696,258	-	-
Capital assets	15,777,832	27,732,962	19,569,460	25,849,530
Total Assets	\$ 26,207,507	\$ 40,648,424	\$ 23,339,970	\$ 39,914,454
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	812,369	1,445,860	2,478,869	2,503,706
Deferred revenue	309,462	2,400,658	308,516	1,898,611
Deferred capital allocations	5,967,804	448,390	50,071	475,578
Current portion of long term debt	433,515	370,438	145,902	762,667
	7,523,150	4,665,346	2,983,358	5,640,562
School generated funds	352,117	1,026,410	298,642	824,272
Trust liabilities	93,989	41,387	12,113	2,198,935
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	2,331,153	1,498,580	851,941	3,355,131
Other long term liabilities	-	2,688,978	-	-
Unamortized capital allocations	10,969,535	21,115,763	17,778,983	17,931,529
Total Liabilities	\$ 21,269,944	\$ 31,036,464	\$ 21,925,037	\$ 29,950,429
Net Assets:				
Unrestricted net assets	\$ 280,308	\$ 1,728,670	\$ 170,716	\$ 655,218
Operating reserves	2,519,136	3,135,109	451,584	3,184,500
Accumulated operating surplus (deficit)	2,799,444	4,863,779	622,300	3,839,718
Investment in capital assets	2,043,629	4,748,181	792,633	3,800,207
Capital reserves	94,490	-	-	2,324,100
Total capital funds	2,138,119	4,748,181	792,633	6,124,307
Total Net Assets	\$ 4,937,563	\$ 9,611,960	\$ 1,414,933	\$ 9,964,025
Total Liabilities and Net Assets	\$ 26,207,507	\$ 40,648,424	\$ 23,339,970	\$ 39,914,454

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Moberly Hall School Society	Mother Earth's Children's Charter School Society	New Horizons Charter School Society	Northern Gateway Regional Div. # 10
Assets				
Current:				
Cash and temporary investments	\$ 82,364	\$ 354,401	\$ 466,824	\$ 8,391,949
Accounts receivable (net after allowances)	56,732	57,072	35,752	1,074,747
Prepaid expenses	-	4,404	12,395	301,997
Other current assets	-	-	-	-
	139,096	415,877	514,971	9,768,693
School generated assets	-	-	9,648	980,125
Trust assets	-	-	-	203,609
Long term Accounts receivable	-	-	-	-
Long term investments	-	-	-	-
Capital assets	-	169,995	-	57,741,262
Total Assets	\$ 139,096	\$ 585,872	\$ 524,619	\$ 68,693,689
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	36,839	107,953	24,605	764,139
Deferred revenue	-	30,101	2,131	1,856,367
Deferred capital allocations	-	-	-	45,614
Current portion of long term debt	-	-	-	807,307
	36,839	138,054	26,736	3,473,427
School generated funds	-	-	9,648	980,125
Trust liabilities	-	-	-	203,609
Employee future benefits liability	-	-	-	10,029
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	-	-	-	3,903,960
Other long term liabilities	-	-	-	-
Unamortized capital allocations	-	-	-	47,092,121
Total Liabilities	\$ 36,839	\$ 138,054	\$ 36,384	\$ 55,663,271
Net Assets:				
Unrestricted net assets	\$ 102,257	\$ 277,823	\$ 291,430	\$ 489,459
Operating reserves	-	-	105,306	5,442,949
Accumulated operating surplus (deficit)	102,257	277,823	396,736	5,932,408
Investment in capital assets	-	169,995	-	5,937,876
Capital reserves	-	-	91,499	1,160,134
Total capital funds	-	169,995	91,499	7,098,010
Total Net Assets	\$ 102,257	\$ 447,818	\$ 488,235	\$ 13,030,418
Total Liabilities and Net Assets	\$ 139,096	\$ 585,872	\$ 524,619	\$ 68,693,689

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1	Palliser Regional Div. # 26
Assets				
Current:				
Cash and temporary investments	\$ 12,207,275	\$ 23,715,397	\$ 3,699,984	\$ 7,935,524
Accounts receivable (net after allowances)	1,709,391	3,564,067	415,649	720,485
Prepaid expenses	986,408	284,178	76,634	980,435
Other current assets	-	90,594	26,203	14,596
	14,903,074	27,654,236	4,218,470	9,651,040
School generated assets	886,455	345,886	88,492	790,134
Trust assets	57,264	-	39,880	197,927
Long term Accounts receivable	41,190	1,168,142	-	-
Long term investments	-	-	12,395	-
Capital assets	33,339,216	45,998,920	8,221,968	26,290,372
Total Assets	\$ 49,227,199	\$ 75,167,184	\$ 12,581,205	\$ 36,929,473
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	2,736,022	5,432,795	242,267	2,145,498
Deferred revenue	2,041,006	1,390,753	185,291	1,313,033
Deferred capital allocations	885,191	11,681,728	1,763,794	775,000
Current portion of long term debt	892,765	1,735,424	26,383	395,281
	6,554,984	20,240,700	2,217,735	4,628,812
School generated funds	886,455	345,886	88,492	790,134
Trust liabilities	57,264	-	39,880	197,927
Employee future benefits liability	6,100	46,475	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	5,609,367	3,793,681	39,515	3,085,853
Other long term liabilities	-	-	-	-
Unamortized capital allocations	22,437,867	34,076,968	7,655,407	17,098,967
Total Liabilities	\$ 35,552,037	\$ 58,503,710	\$ 10,041,029	\$ 25,801,693
Net Assets:				
Unrestricted net assets	\$ 640,481	\$ 2,691,187	\$ 463,598	\$ 894,429
Operating reserves	8,635,468	2,675,396	1,215,699	3,606,855
Accumulated operating surplus (deficit)	9,275,949	5,366,583	1,679,297	4,501,284
Investment in capital assets	4,399,213	6,392,850	500,663	5,710,271
Capital reserves	-	4,904,041	360,216	916,225
Total capital funds	4,399,213	11,296,891	860,879	6,626,496
Total Net Assets	\$ 13,675,162	\$ 16,663,474	\$ 2,540,176	\$ 11,127,780
Total Liabilities and Net Assets	\$ 49,227,199	\$ 75,167,184	\$ 12,581,205	\$ 36,929,473

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76	Pembina Hills Regional Div. # 7
Assets				
Current:				
Cash and temporary investments	\$ 17,074,246	\$ 9,860,592	\$ 10,857,330	\$ 9,445,796
Accounts receivable (net after allowances)	1,583,703	1,640,074	2,272,129	1,108,768
Prepaid expenses	351,241	93,772	142,228	148,186
Other current assets	-	248,075	347,486	312,151
	19,009,190	11,842,513	13,619,173	11,014,901
School generated assets	1,292,345	662,260	953,264	494,897
Trust assets	304,754	253,190	82,943	72,556
Long term Accounts receivable	-	14,331	-	-
Long term investments	-	-	-	-
Capital assets	58,015,545	39,715,776	40,230,431	22,309,761
Total Assets	\$ 78,621,834	\$ 52,488,070	\$ 54,885,811	\$ 33,892,115
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	4,955,328	1,102,509	4,080,016	875,849
Deferred revenue	620,699	1,121,217	1,797,057	1,301,566
Deferred capital allocations	245,800	211,578	4,026,586	2,360,790
Current portion of long term debt	910,240	1,008,430	1,274,682	853,991
	6,732,067	3,443,734	11,178,341	5,392,196
School generated funds	1,292,345	662,260	953,264	494,897
Trust liabilities	304,754	253,190	82,943	72,556
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	2,321,894	4,124,982	5,937,211	3,868,507
Other long term liabilities	-	-	-	-
Unamortized capital allocations	48,524,803	27,707,821	21,748,047	13,949,445
Total Liabilities	\$ 59,175,863	\$ 36,191,987	\$ 39,899,806	\$ 23,777,601
Net Assets:				
Unrestricted net assets	\$ 4,520,801	\$ 1,909,585	\$ 3,034	\$ 903,070
Operating reserves	6,377,687	5,602,930	2,046,185	4,063,373
Accumulated operating surplus (deficit)	10,898,488	7,512,515	2,049,219	4,966,443
Investment in capital assets	6,258,608	6,874,544	11,270,492	3,637,818
Capital reserves	2,288,875	1,909,024	1,666,294	1,510,253
Total capital funds	8,547,483	8,783,568	12,936,786	5,148,071
Total Net Assets	\$ 19,445,971	\$ 16,296,083	\$ 14,986,005	\$ 10,114,514
Total Liabilities and Net Assets	\$ 78,621,834	\$ 52,488,070	\$ 54,885,811	\$ 33,892,115

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Prairie Land Regional Div. # 25	Prairie Rose School Div. # 8	Red Deer Catholic Regional Div. # 39	Red Deer Public School Dist. # 104
Assets				
Current:				
Cash and temporary investments	\$ 7,086,715	\$ 5,045,077	\$ 10,721,171	\$ 9,162,510
Accounts receivable (net after allowances)	285,321	674,354	2,111,591	1,364,644
Prepaid expenses	48,045	286,338	777,366	277,875
Other current assets	-	3,349	25,304	201,571
	7,420,081	6,009,118	13,635,432	11,006,600
School generated assets	291,330	641,981	844,724	1,213,691
Trust assets	679,449	364,411	302,700	380,479
Long term Accounts receivable	-	-	-	-
Long term investments	20,819	-	-	44,392
Capital assets	19,774,380	19,176,419	61,458,670	68,439,935
Total Assets	\$ 28,186,059	\$ 26,191,929	\$ 76,241,526	\$ 81,085,097
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	777,677	1,080,621	3,216,854	2,187,829
Deferred revenue	1,299,985	1,400,945	1,167,226	3,272,736
Deferred capital allocations	372,624	27,926	2,626,662	60,533
Current portion of long term debt	518,474	207,490	728,378	1,741,349
	2,968,760	2,716,982	7,739,120	7,262,447
School generated funds	291,330	641,981	844,724	1,213,691
Trust liabilities	679,449	364,411	302,700	380,479
Employee future benefits liability	-	-	641,494	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	1,481,235	1,624,719	2,177,397	8,250,883
Other long term liabilities	14,000	-	-	-
Unamortized capital allocations	14,093,903	11,795,575	55,191,453	51,945,512
Total Liabilities	\$ 19,528,677	\$ 17,143,668	\$ 66,896,888	\$ 69,053,012
Net Assets:				
Unrestricted net assets	\$ 293,235	\$ 667,952	\$ -	\$ 2,209,702
Operating reserves	3,144,035	2,712,721	3,430,549	3,009,177
Accumulated operating surplus (deficit)	3,437,270	3,380,673	3,430,549	5,218,879
Investment in capital assets	3,680,778	5,548,648	3,361,437	6,502,189
Capital reserves	1,539,334	118,940	2,552,652	311,017
Total capital funds	5,220,112	5,667,588	5,914,089	6,813,206
Total Net Assets	\$ 8,657,382	\$ 9,048,261	\$ 9,344,638	\$ 12,032,085
Total Liabilities and Net Assets	\$ 28,186,059	\$ 26,191,929	\$ 76,241,526	\$ 81,085,097

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Rocky View School Div. # 41	St. Albert Protestant Sep. School Dist. # 6	St. Paul Education Regional Div. # 1	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38
Assets				
Current:				
Cash and temporary investments	\$ 11,450,080	\$ 9,331,834	\$ 5,812,327	\$ 4,947,928
Accounts receivable (net after allowances)	2,139,904	2,114,606	13,372,926	1,073,639
Prepaid expenses	589,434	128,489	403,094	271,002
Other current assets	104,084	-	-	52,641
	14,283,502	11,574,929	19,588,347	6,345,210
School generated assets	2,769,856	617,612	542,856	264,040
Trust assets	1,730,906	190,233	31,905	52,517
Long term Accounts receivable	5,741	-	-	-
Long term investments	-	-	-	-
Capital assets	141,521,020	30,360,159	17,428,034	23,737,128
Total Assets	\$ 160,311,025	\$ 42,742,933	\$ 37,591,142	\$ 30,398,895
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ 472,576	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	7,919,859	3,377,862	1,898,953	1,576,384
Deferred revenue	3,923,328	1,288,231	961,197	647,447
Deferred capital allocations	985,572	-	10,806,164	2,180,645
Current portion of long term debt	2,794,142	981,921	476,067	532,839
	16,095,477	5,648,014	14,142,381	4,937,315
School generated funds	2,769,856	617,612	542,856	264,040
Trust liabilities	1,730,906	190,233	31,905	52,517
Employee future benefits liability	-	-	-	-
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	13,478,790	6,051,609	1,803,352	2,851,533
Other long term liabilities	-	-	-	-
Unamortized capital allocations	108,425,789	19,035,845	13,368,119	18,754,934
Total Liabilities	\$ 142,500,818	\$ 31,543,313	\$ 29,888,613	\$ 26,860,339
Net Assets:				
Unrestricted net assets	\$ -	\$ 635,097	\$ 632,730	\$ -
Operating reserves	360,767	5,861,710	5,185,897	1,840,734
Accumulated operating surplus (deficit)	360,767	6,496,807	5,818,627	1,840,734
Investment in capital assets	16,824,191	4,288,795	1,780,493	1,597,822
Capital reserves	625,249	414,018	103,409	100,000
Total capital funds	17,449,440	4,702,813	1,883,902	1,697,822
Total Net Assets	\$ 17,810,207	\$ 11,199,620	\$ 7,702,529	\$ 3,538,556
Total Liabilities and Net Assets	\$ 160,311,025	\$ 42,742,933	\$ 37,591,142	\$ 30,398,895

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)			
	Sturgeon School Div. # 24	Suzuki Charter School Society	Westmount Charter School Society	Westwind School Div. # 74
Assets				
Current:				
Cash and temporary investments	\$ 4,823,480	\$ 130,365	\$ 1,041,022	\$ 2,070,645
Accounts receivable (net after allowances)	348,756	170,274	225,644	3,110,693
Prepaid expenses	301,104	11,904	106,939	174,408
Other current assets	-	-	-	-
	5,473,340	312,543	1,373,605	5,355,746
School generated assets	325,414	32,796	63,996	481,923
Trust assets	37,040	-	-	269,972
Long term Accounts receivable	-	-	-	-
Long term investments	-	-	-	2,107,108
Capital assets	24,400,651	627,563	-	28,886,201
Total Assets	\$ 30,236,445	\$ 972,902	\$ 1,437,601	\$ 37,100,950
Liabilities and Net Assets				
Current:				
Bank indebtedness	\$ -	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,711,188	170,279	467,199	2,024,567
Deferred revenue	760,121	11,617	278,863	759,621
Deferred capital allocations	116,395	51,659	-	411,016
Current portion of long term debt	406,427	-	-	731,104
	2,994,131	233,555	766,062	3,926,308
School generated funds	325,414	32,796	63,996	481,923
Trust liabilities	37,040	-	-	269,972
Employee future benefits liability	-	-	-	117,428
Long term accounts payable and accrued liabilities	-	-	-	-
Long term debt	1,352,321	-	-	3,151,040
Other long term liabilities	-	-	-	1,036,832
Unamortized capital allocations	19,825,798	533,445	-	21,804,143
Total Liabilities	\$ 24,534,704	\$ 799,796	\$ 830,058	\$ 30,787,646
Net Assets:				
Unrestricted net assets	\$ 439,086	\$ 58,988	\$ 607,543	\$ 452,346
Operating reserves	1,599,299	-	-	2,325,323
Accumulated operating surplus (deficit)	2,038,385	58,988	607,543	2,777,669
Investment in capital assets	2,816,104	94,118	-	3,199,915
Capital reserves	847,252	20,000	-	335,720
Total capital funds	3,663,356	114,118	-	3,535,635
Total Net Assets	\$ 5,701,741	\$ 173,106	\$ 607,543	\$ 6,313,304
Total Liabilities and Net Assets	\$ 30,236,445	\$ 972,902	\$ 1,437,601	\$ 37,100,950

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)		
	Wetaskiwin Regional Div. # 11	Wild Rose School Div. # 66	Wolf Creek School Div. # 72
Assets			
Current:			
Cash and temporary investments	\$ 5,530,623	\$ 11,793,075	\$ 25,906,253
Accounts receivable (net after allowances)	1,492,251	2,593,403	2,624,048
Prepaid expenses	118,299	324,248	485,033
Other current assets	178,273	122,375	6,438
	7,319,446	14,833,101	29,021,772
School generated assets	797,599	1,063,770	735,239
Trust assets	179,265	136,590	1,912,923
Long term Accounts receivable	4,537	91,546	-
Long term investments	-	-	-
Capital assets	33,932,552	53,338,025	45,325,396
Total Assets	\$ 42,233,399	\$ 69,463,032	\$ 76,995,330
Liabilities and Net Assets			
Current:			
Bank indebtedness	\$ -	\$ -	\$ -
Accounts payable and accrued liabilities	1,101,253	2,898,140	5,411,964
Deferred revenue	1,627,114	1,807,347	1,598,200
Deferred capital allocations	50,388	4,721,656	12,692,601
Current portion of long term debt	840,805	639,115	353,295
	3,619,560	10,066,258	20,056,060
School generated funds	797,599	1,063,770	735,239
Trust liabilities	179,265	136,590	1,912,923
Employee future benefits liability	9,800	-	-
Long term accounts payable and accrued liabilities	21,488	-	-
Long term debt	4,191,166	3,535,958	2,526,077
Other long term liabilities	-	-	-
Unamortized capital allocations	26,126,625	39,825,065	34,930,432
Total Liabilities	\$ 34,945,503	\$ 54,627,641	\$ 60,160,731
Net Assets:			
Unrestricted net assets	\$ -	\$ 2,946,965	\$ 1,082,174
Operating reserves	3,744,521	1,684,467	7,662,290
Accumulated operating surplus (deficit)	3,744,521	4,631,432	8,744,464
Investment in capital assets	2,773,955	9,337,885	7,515,592
Capital reserves	769,420	866,074	574,543
Total capital funds	3,543,375	10,203,959	8,090,135
Total Net Assets	\$ 7,287,896	\$ 14,835,391	\$ 16,834,599
Total Liabilities and Net Assets	\$ 42,233,399	\$ 69,463,032	\$ 76,995,330

Unaudited Summary of School Jurisdictions Statements of Financial Position

As at August 31, 2007

	(in dollars)	
	2007 Actual Totals	2006 Actual Totals (As restated)
Assets		
Current:		
Cash and temporary investments	\$ 819,536,782	\$ 507,767,796
Accounts receivable (net after allowances)	178,460,514	173,568,644
Prepaid expenses	27,262,324	20,980,865
Other current assets	17,288,867	16,160,182
	<u>1,042,548,487</u>	<u>718,477,487</u>
School generated assets	64,276,108	58,557,257
Trust assets	28,863,266	29,606,944
Long term Accounts receivable	4,727,914	4,542,481
Long term investments	55,517,818	25,323,084
Capital assets	3,220,008,258	3,120,091,417
Total Assets	<u>\$ 4,415,941,851</u>	<u>\$ 3,956,598,670</u>
Liabilities and Net Assets		
Current:		
Bank indebtedness	\$ 523,887	\$ 1,212,449
Accounts payable and accrued liabilities	305,050,259	271,058,945
Deferred revenue	162,236,504	68,099,039
Deferred capital allocations	185,023,063	82,550,671
Current portion of long term debt	60,574,830	66,615,793
	<u>713,408,543</u>	<u>489,536,897</u>
School generated funds	64,276,108	58,557,257
Trust liabilities	28,863,266	29,606,944
Employee future benefits liability	28,914,652	30,715,694
Long term accounts payable and accrued liabilities	1,737,636	1,662,345
Long term debt	254,391,066	311,963,858
Other long term liabilities	6,040,577	420,786
Unamortized capital allocations	2,413,553,546	2,280,384,790
Total Liabilities	<u>\$ 3,511,185,394</u>	<u>\$ 3,202,848,571</u>
Net Assets:		
Unrestricted net assets	\$ 88,386,061	\$ 52,006,962
Operating reserves	235,463,578	168,628,465
Accumulated operating surplus (deficit)	323,849,639	220,635,427
Investment in capital assets	490,724,622	461,478,994
Capital reserves	90,182,195	71,635,678
Total capital funds	<u>580,906,817</u>	<u>533,114,672</u>
Total Net Assets	<u>\$ 904,756,456</u>	<u>\$ 753,750,099</u>
Total Liabilities and Net Assets	<u>\$ 4,415,941,851</u>	<u>\$ 3,956,598,670</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Almadina School Society	Aspen View Regional Div. # 19	Aurora School Ltd.	Battle River Regional Div. # 31
Revenue:				
Government of Alberta	\$ 6,575,235	\$ 32,464,126	\$ 3,041,323	\$ 62,768,883
Federal government and/or First Nations	-	930,892	-	39,896
Other	-	-	-	3,817
Instruction resource fees	-	263,248	36,120	578,628
Transportation fees	68,950	-	-	26,703
Other sales and services	-	743,416	1,164	895,516
Investment income	34,943	294,513	169,156	602,918
Gifts and donations	400	24,591	-	47,229
Rentals of facilities	-	39,541	6,508	22,171
Net school generated funds	19,832	782,336	30,185	1,264,450
Gains on disposal of capital assets	-	-	-	36,020
Amortization of capital allocations	-	852,055	-	1,561,090
	<u>6,699,360</u>	<u>36,394,718</u>	<u>3,284,456</u>	<u>67,847,321</u>
Expense:				
Salaries, wages and benefits	3,593,260	22,785,054	1,963,368	50,164,800
Services, contracts and supplies	2,686,678	10,207,158	844,339	12,315,057
Net school generated funds	19,832	782,336	30,185	1,264,450
Amortization	10,607	1,258,049	31,565	3,333,789
Debt servicing	-	275,422	5,152	719,880
Losses on disposal of capital assets	-	-	-	-
	<u>6,310,377</u>	<u>35,308,019</u>	<u>2,874,609</u>	<u>67,797,976</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 388,983</u>	<u>\$ 1,086,699</u>	<u>\$ 409,847</u>	<u>\$ 49,345</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 676,441	\$ 1,479,684	\$ 785,517	\$ 3,780,826
Cash generated (used) by investing activities	(94,766)	(676,631)	(630,253)	(1,894,727)
Cash generated (used) by financing activities	35,000	357,189	91,335	399,201
Net sources (uses) of cash equivalents during year	<u>616,675</u>	<u>1,160,242</u>	<u>246,599</u>	<u>2,285,300</u>
Cash equivalents at beginning of the year	427,087	1,950,350	4,283,963	11,503,223
Cash equivalents at end of the year	<u>\$ 1,043,762</u>	<u>\$ 3,110,592</u>	<u>\$ 4,530,562</u>	<u>\$ 13,788,523</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Black Gold Regional Div. # 18	Boyle Street Education Centre	Buffalo Trail Public Schools Regional Div. # 28	Calgary Arts Academy Society
Revenue:				
Government of Alberta	\$ 67,687,105	\$ 2,153,813	\$ 43,158,293	\$ 2,774,779
Federal government and/or First Nations	156,492	-	123,979	-
Other	72,315	-	180,261	-
Instruction resource fees	541,366	-	361,963	64,132
Transportation fees	107,638	-	55,816	63,059
Other sales and services	418,738	-	594,713	-
Investment income	542,123	41,016	183,995	9,325
Gifts and donations	13,982	18,248	17,427	-
Rentals of facilities	142,103	-	26,971	4,480
Net school generated funds	140,533	1,339	794,438	58,040
Gains on disposal of capital assets	-	-	-	-
Amortization of capital allocations	2,700,885	-	1,881,807	-
	<u>72,523,280</u>	<u>2,214,416</u>	<u>47,379,663</u>	<u>2,973,815</u>
Expense:				
Salaries, wages and benefits	54,453,654	1,299,439	31,389,679	1,717,447
Services, contracts and supplies	12,231,612	836,148	11,602,470	1,111,113
Net school generated funds	140,533	1,339	794,438	58,040
Amortization	3,244,331	37,032	2,810,446	2,815
Debt servicing	626,387	-	790,439	-
Losses on disposal of capital assets	-	-	-	-
	<u>70,696,517</u>	<u>2,173,958</u>	<u>47,387,472</u>	<u>2,889,415</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 1,826,763</u>	<u>\$ 40,458</u>	<u>\$ (7,809)</u>	<u>\$ 84,400</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 3,794,617	\$ 30,399	\$ 2,454,234	\$ 338,150
Cash generated (used) by investing activities	(2,941,757)	-	(409,761)	(277,408)
Cash generated (used) by financing activities	2,197,003	-	(381,080)	-
Net sources (uses) of cash equivalents during year	<u>3,049,863</u>	<u>30,399</u>	<u>1,663,393</u>	<u>60,742</u>
Cash equivalents at beginning of the year	9,428,878	997,889	3,204,971	331,348
Cash equivalents at end of the year	<u>\$ 12,478,741</u>	<u>\$ 1,028,288</u>	<u>\$ 4,868,364</u>	<u>\$ 392,090</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Calgary Girls' School Society	Calgary Roman Catholic Sep. School Dist. # 1	Calgary School Dist. # 19	Calgary Science School Society
Revenue:				
Government of Alberta	\$ 4,737,307	\$ 342,321,318	\$ 780,399,640	\$ 5,202,833
Federal government and/or First Nations	1,869	2,046,643	2,681,909	-
Other	2,900	-	2,582,816	1,700
Instruction resource fees	36,983	586,332	7,228,144	195,919
Transportation fees	239,989	962,392	5,238,841	244,123
Other sales and services	-	3,907,701	21,894,084	20,702
Investment income	98,125	1,494,820	7,241,094	11,675
Gifts and donations	-	41,612	1,312,800	-
Rentals of facilities	5,360	2,026,015	6,748,140	13,393
Net school generated funds	71,756	3,573,526	7,443,795	227,938
Gains on disposal of capital assets	-	1,168	7,975,270	-
Amortization of capital allocations	-	10,532,310	16,378,146	-
	5,194,289	367,493,837	867,124,679	5,918,283
Expense:				
Salaries, wages and benefits	2,290,909	274,985,916	650,261,480	3,058,128
Services, contracts and supplies	1,907,512	69,061,090	150,216,434	2,403,239
Net school generated funds	71,756	3,573,526	7,443,795	227,938
Amortization	26,891	13,573,246	25,394,704	168,827
Debt servicing	-	1,077,982	4,821,574	-
Losses on disposal of capital assets	-	-	-	-
	4,297,068	362,271,760	838,137,987	5,858,132
Excess (Deficiency) of revenues over expenses	\$ 897,221	\$ 5,222,077	\$ 28,986,692	\$ 60,151
Changes in Financial Position:				
Cash generated (used) by operations	\$ 560,889	\$ 17,604,261	\$ 72,399,843	\$ 354,246
Cash generated (used) by investing activities	(236,279)	(38,487,327)	(58,987,091)	(51,859)
Cash generated (used) by financing activities	73,265	34,010,453	29,486,176	-
Net sources (uses) of cash equivalents during year	397,875	13,127,387	42,898,928	302,387
Cash equivalents at beginning of the year	1,933,703	33,930,206	105,566,602	597,951
Cash equivalents at end of the year	\$ 2,331,578	\$ 47,057,593	\$ 148,465,530	\$ 900,338

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Canadian Rockies Regional Div. # 12	CAPE-Centre for Academic and Personal Excellence Institute	Chinook's Edge School Div. # 73	Christ the Redeemer Catholic Sep. Regional Div. # 3
Revenue:				
Government of Alberta	\$ 18,446,985	\$ 1,153,635	\$ 88,388,028	\$ 51,550,982
Federal government and/or First Nations	2,505,652	-	296,212	434,769
Other	271,624	-	303,308	84,418
Instruction resource fees	192,551	59,511	1,116,530	531,878
Transportation fees	-	-	37,806	-
Other sales and services	254,227	5,140	332,068	277,454
Investment income	61,453	60,188	496,298	174,421
Gifts and donations	450	4,603	79,789	135,806
Rentals of facilities	137,745	-	174,296	24,887
Net school generated funds	439,958	3,656	1,957,644	652,310
Gains on disposal of capital assets	-	-	342,062	8,183
Amortization of capital allocations	1,052,537	500	3,202,946	2,993,369
	<u>23,363,182</u>	<u>1,287,233</u>	<u>96,726,987</u>	<u>56,868,477</u>
Expense:				
Salaries, wages and benefits	16,845,560	930,264	69,672,657	39,989,931
Services, contracts and supplies	3,211,707	490,662	16,138,134	12,531,930
Net school generated funds	439,958	3,656	1,957,644	652,310
Amortization	1,296,303	5,729	4,540,184	3,787,513
Debt servicing	973,433	1,686	434,170	484,733
Losses on disposal of capital assets	-	-	202,028	-
	<u>22,766,961</u>	<u>1,431,997</u>	<u>92,944,817</u>	<u>57,446,417</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 596,221</u>	<u>\$ (144,764)</u>	<u>\$ 3,782,170</u>	<u>\$ (577,940)</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 1,713,590	\$ 184,150	\$ 5,193,932	\$ 2,541,803
Cash generated (used) by investing activities	(4,797,107)	-	(9,002,332)	(6,433,728)
Cash generated (used) by financing activities	5,545,928	(3,484)	18,854,038	19,288,306
Net sources (uses) of cash equivalents during year	<u>2,462,411</u>	<u>180,666</u>	<u>15,045,638</u>	<u>15,396,381</u>
Cash equivalents at beginning of the year	742,907	45,971	5,289,198	1,976,271
Cash equivalents at end of the year	<u>\$ 3,205,318</u>	<u>\$ 226,637</u>	<u>\$ 20,334,836</u>	<u>\$ 17,372,652</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Clearview School Div. # 71	East Central Alberta Catholic Sep. Schools Regional Div. # 16	East Central Francophone Education Region # 3	Edmonton Catholic Sep. School Dist. # 7
Revenue:				
Government of Alberta	\$ 24,598,878	\$ 18,239,975	\$ 8,281,758	\$ 258,850,049
Federal government and/or First Nations	1,339	1,731	488,345	2,715,323
Other	14,674	-	-	-
Instruction resource fees	193,778	109,808	25,784	9,452,920
Transportation fees	16,660	8,150	6,055	3,181,236
Other sales and services	476,073	45,250	24,246	5,469,275
Investment income	248,475	180,250	25,450	1,236,718
Gifts and donations	23,896	15,157	5,843	711,719
Rentals of facilities	60,656	28,406	-	2,217,448
Net school generated funds	212,987	408,928	58,362	3,130,408
Gains on disposal of capital assets	-	-	-	451,600
Amortization of capital allocations	1,394,329	544,712	594,065	4,421,201
	<u>27,241,744</u>	<u>19,582,367</u>	<u>9,509,908</u>	<u>291,837,897</u>
Expense:				
Salaries, wages and benefits	18,545,850	13,550,888	5,410,007	212,259,855
Services, contracts and supplies	5,246,021	3,847,869	2,680,862	59,245,377
Net school generated funds	212,987	408,928	58,362	3,130,408
Amortization	1,971,925	703,049	633,401	5,566,880
Debt servicing	335,572	61,123	545	1,001,288
Losses on disposal of capital assets	-	-	508	23
	<u>26,312,355</u>	<u>18,571,857</u>	<u>8,783,685</u>	<u>281,203,831</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 929,390</u>	<u>\$ 1,010,510</u>	<u>\$ 726,223</u>	<u>\$ 10,634,066</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 1,918,403	\$ 1,895,364	\$ 657,757	\$ 16,392,710
Cash generated (used) by investing activities	(1,040,352)	(92,159)	(284,818)	(6,180,817)
Cash generated (used) by financing activities	21,396	59,841	(8,239)	2,837,372
Net sources (uses) of cash equivalents during year	<u>899,447</u>	<u>1,863,046</u>	<u>364,700</u>	<u>13,049,265</u>
Cash equivalents at beginning of the year	5,018,444	4,404,704	326,265	9,943,501
Cash equivalents at end of the year	<u>\$ 5,917,891</u>	<u>\$ 6,267,750</u>	<u>\$ 690,965</u>	<u>\$ 22,992,766</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Edmonton School Dist. # 7	Elk Island Catholic Sep. Regional Div. # 41	Elk Island Public Schools Regional Div. # 14	Evergreen Catholic Sep. Regional Div. # 2
Revenue:				
Government of Alberta	\$ 636,277,592	\$ 46,726,691	\$ 132,381,336	\$ 23,931,905
Federal government and/or First Nations	2,383,117	97,597	129,295	40,001
Other	4,111,039	-	133,222	14,000
Instruction resource fees	3,293,211	366,734	880,230	298,251
Transportation fees	8,028,332	132,421	395,931	-
Other sales and services	21,972,544	1,128,772	1,381,800	165,923
Investment income	3,373,456	310,266	875,421	185,907
Gifts and donations	5,794,946	19,000	11,516	3,491
Rentals of facilities	2,700,607	88,259	213,215	-
Net school generated funds	13,555,111	169,840	1,149,562	141,790
Gains on disposal of capital assets	1,863,285	1,800	16,890	-
Amortization of capital allocations	11,558,476	2,032,312	2,422,480	1,996,673
	<u>714,911,716</u>	<u>51,073,692</u>	<u>139,990,898</u>	<u>26,777,941</u>
Expense:				
Salaries, wages and benefits	531,319,413	38,024,741	98,629,852	19,016,333
Services, contracts and supplies	107,307,607	7,408,811	31,654,474	3,837,359
Net school generated funds	13,555,111	169,840	1,149,562	141,790
Amortization	24,222,721	2,621,779	3,803,699	2,281,426
Debt servicing	2,523,144	561,040	624,692	379,384
Losses on disposal of capital assets	-	-	132	-
	<u>678,927,996</u>	<u>48,786,211</u>	<u>135,862,411</u>	<u>25,656,292</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 35,983,720</u>	<u>\$ 2,287,481</u>	<u>\$ 4,128,487</u>	<u>\$ 1,121,649</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 65,620,792	\$ 4,021,907	\$ 8,053,139	\$ 1,426,507
Cash generated (used) by investing activities	(18,631,808)	(2,130,324)	(1,781,335)	(4,127,766)
Cash generated (used) by financing activities	12,364,670	1,643,441	534,623	3,216,178
Net sources (uses) of cash equivalents during year	<u>59,353,654</u>	<u>3,535,024</u>	<u>6,806,427</u>	<u>514,919</u>
Cash equivalents at beginning of the year	<u>23,301,767</u>	<u>4,421,449</u>	<u>12,059,552</u>	<u>3,808,624</u>
Cash equivalents at end of the year	<u>\$ 82,655,421</u>	<u>\$ 7,956,473</u>	<u>\$ 18,865,979</u>	<u>\$ 4,323,543</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	FFCA Charter School Society	Foothills School Div. # 38	Fort McMurray Roman Catholic Sep. School Dist. # 32	Fort McMurray School Dist. # 2833
Revenue:				
Government of Alberta	\$ 18,530,700	\$ 55,259,893	\$ 39,762,258	\$ 46,208,505
Federal government and/or First Nations	-	379,108	498,104	695,986
Other	-	63,001	-	-
Instruction resource fees	339,160	545,752	278,386	416,497
Transportation fees	674,691	34,322	149,287	262,128
Other sales and services	-	271,963	49,331	10,553
Investment income	133,760	330,167	324,374	56,496
Gifts and donations	-	-	347,386	180,437
Rentals of facilities	-	58,109	87,264	150,691
Net school generated funds	173,999	1,581,502	640,475	680,593
Gains on disposal of capital assets	-	427,070	-	-
Amortization of capital allocations	89,738	2,266,103	1,626,045	1,830,773
	<u>19,942,048</u>	<u>61,216,990</u>	<u>43,762,910</u>	<u>50,492,659</u>
Expense:				
Salaries, wages and benefits	11,973,796	43,081,463	30,790,336	34,990,676
Services, contracts and supplies	7,033,352	11,591,066	8,159,309	9,788,436
Net school generated funds	173,999	1,581,502	640,475	680,593
Amortization	229,385	3,747,344	2,548,692	2,254,990
Debt servicing	-	467,680	251,203	46,448
Losses on disposal of capital assets	-	-	-	4,800
	<u>19,410,532</u>	<u>60,469,055</u>	<u>42,390,015</u>	<u>47,765,943</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 531,516</u>	<u>\$ 747,935</u>	<u>\$ 1,372,895</u>	<u>\$ 2,726,716</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 940,140	\$ 2,980,928	\$ 2,132,454	\$ 5,714,597
Cash generated (used) by investing activities	(656,268)	(8,942,166)	(3,843,625)	(5,743,014)
Cash generated (used) by financing activities	332,688	7,584,148	2,203,372	10,448,743
Net sources (uses) of cash equivalents during year	<u>616,560</u>	<u>1,622,910</u>	<u>492,201</u>	<u>10,420,326</u>
Cash equivalents at beginning of the year	2,748,867	7,854,545	8,605,139	7,542,701
Cash equivalents at end of the year	<u>\$ 3,365,427</u>	<u>\$ 9,477,455</u>	<u>\$ 9,097,340</u>	<u>\$ 17,963,027</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Fort Vermilion School Div. # 52	Golden Hills School Div. # 75	Grande Prairie Public School Dist. # 2357	Grande Prairie Roman Catholic Sep. School Dist. # 28
Revenue:				
Government of Alberta	\$ 34,361,020	\$ 51,118,298	\$ 54,515,364	\$ 29,718,910
Federal government and/or First Nations	3,999,585	1,733,463	65,152	-
Other	149,332	104,107	566,733	15,962
Instruction resource fees	77,875	480,675	361,487	153,390
Transportation fees	-	18,592	-	27,814
Other sales and services	223,434	4,053,474	725,111	130,121
Investment income	241,825	251,368	268,365	258,493
Gifts and donations	-	27,203	193,621	-
Rentals of facilities	461,285	75,799	50,452	37,309
Net school generated funds	660,145	2,519,183	721,128	485,685
Gains on disposal of capital assets	12,996	1,000	-	-
Amortization of capital allocations	2,664,230	2,529,968	2,316,351	1,569,533
	<u>42,851,727</u>	<u>62,913,130</u>	<u>59,783,764</u>	<u>32,397,217</u>
Expense:				
Salaries, wages and benefits	28,075,220	43,345,686	43,210,747	23,003,276
Services, contracts and supplies	9,635,425	12,902,438	12,550,646	5,888,254
Net school generated funds	660,145	2,519,183	721,128	485,685
Amortization	3,781,086	3,016,625	2,481,588	1,700,959
Debt servicing	327,789	459,642	792,390	473,498
Losses on disposal of capital assets	-	-	-	-
	<u>42,479,665</u>	<u>62,243,574</u>	<u>59,756,499</u>	<u>31,551,672</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 372,062</u>	<u>\$ 669,556</u>	<u>\$ 27,265</u>	<u>\$ 845,545</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 2,108,754	\$ 1,971,343	\$ 538,485	\$ 2,098,623
Cash generated (used) by investing activities	(1,863,444)	(1,038,317)	(13,754,829)	(6,037,452)
Cash generated (used) by financing activities	1,725,316	30,467	18,929,071	5,608,040
Net sources (uses) of cash equivalents during year	<u>1,970,626</u>	<u>963,493</u>	<u>5,712,727</u>	<u>1,669,211</u>
Cash equivalents at beginning of the year	<u>3,066,774</u>	<u>4,767,902</u>	<u>2,045,149</u>	<u>5,464,259</u>
Cash equivalents at end of the year	<u>\$ 5,037,400</u>	<u>\$ 5,731,395</u>	<u>\$ 7,757,876</u>	<u>\$ 7,133,470</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Grande Yellowhead Regional Div. # 35	Grasslands Regional Div. # 6	Greater North Central Francophone Education Region # 2	Greater Southern Public Francophone Education Region # 4
Revenue:				
Government of Alberta	\$ 46,465,756	\$ 31,833,662	\$ 25,444,798	\$ 11,871,792
Federal government and/or First Nations	98,673	569,843	1,292,649	546,123
Other	214,147	28,853	191,922	-
Instruction resource fees	333,728	284,727	175,736	71,609
Transportation fees	11,522	-	-	-
Other sales and services	192,713	250,894	49,291	729,305
Investment income	452,084	353,866	135,883	138,311
Gifts and donations	36,971	18,184	1,779	-
Rentals of facilities	42,556	81,949	37,548	19,529
Net school generated funds	887,011	623,743	581,104	105,164
Gains on disposal of capital assets	44,756	6,280	-	-
Amortization of capital allocations	1,324,872	853,492	1,373,021	247,357
	<u>50,104,789</u>	<u>34,905,494</u>	<u>29,283,731</u>	<u>13,729,190</u>
Expense:				
Salaries, wages and benefits	33,381,730	24,909,356	16,948,702	6,957,324
Services, contracts and supplies	11,258,855	5,869,042	9,146,128	5,447,298
Net school generated funds	887,011	623,743	581,104	105,164
Amortization	2,482,614	1,220,120	1,534,942	271,630
Debt servicing	342,979	512,242	6,739	1,054
Losses on disposal of capital assets	27,006	17,078	-	-
	<u>48,380,195</u>	<u>33,151,581</u>	<u>28,217,615</u>	<u>12,782,470</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 1,724,594</u>	<u>\$ 1,753,912</u>	<u>\$ 1,066,116</u>	<u>\$ 946,720</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 3,522,310	\$ 2,056,663	\$ 2,147,261	\$ 1,517,980
Cash generated (used) by investing activities	(1,922,984)	(2,410,343)	(939,541)	(3,339,469)
Cash generated (used) by financing activities	220,989	4,794,376	593,519	3,264,427
Net sources (uses) of cash equivalents during year	<u>1,820,315</u>	<u>4,440,696</u>	<u>1,801,239</u>	<u>1,442,938</u>
Cash equivalents at beginning of the year	7,212,122	7,548,163	2,556,567	1,354,580
Cash equivalents at end of the year	<u>\$ 9,032,437</u>	<u>\$ 11,988,859</u>	<u>\$ 4,357,806</u>	<u>\$ 2,797,518</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Greater Southern Sep. Catholic Francophone Education Region # 4	Greater St. Albert Catholic Regional Div. # 29	High Prairie School Div. # 48	Holy Family Catholic Regional Div. # 37
Revenue:				
Government of Alberta	\$ 8,346,052	\$ 56,530,422	\$ 32,785,816	\$ 19,869,974
Federal government and/or First Nations	396,226	309,488	2,439,749	2,527,164
Other	-	253,127	253,980	137,670
Instruction resource fees	12,128	1,109,815	223,253	39,581
Transportation fees	-	380,309	168,095	-
Other sales and services	9,108	413,646	576,883	94,840
Investment income	62,770	155,000	499,681	323,816
Gifts and donations	-	-	-	28,795
Rentals of facilities	7,831	-	32,235	13,826
Net school generated funds	97,641	697,106	261,003	407,760
Gains on disposal of capital assets	-	-	71,629	500
Amortization of capital allocations	208,652	1,499,083	1,028,745	1,120,562
	<u>9,140,408</u>	<u>61,347,996</u>	<u>38,341,069</u>	<u>24,564,488</u>
Expense:				
Salaries, wages and benefits	5,189,747	42,588,845	26,011,306	16,844,103
Services, contracts and supplies	2,644,180	13,454,258	8,370,033	4,492,604
Net school generated funds	97,641	697,106	261,003	407,760
Amortization	326,505	1,981,921	1,666,945	1,425,975
Debt servicing	-	1,008,393	123,644	408,468
Losses on disposal of capital assets	-	-	-	-
	<u>8,258,073</u>	<u>59,730,523</u>	<u>36,432,931</u>	<u>23,578,910</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 882,335</u>	<u>\$ 1,617,473</u>	<u>\$ 1,908,138</u>	<u>\$ 985,578</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 1,235,682	\$ 4,099,827	\$ 3,487,003	\$ 1,315,707
Cash generated (used) by investing activities	(252,679)	(1,907,132)	(823,902)	(645,754)
Cash generated (used) by financing activities	950,806	3,066,078	(6,956)	332,759
Net sources (uses) of cash equivalents during year	<u>1,933,809</u>	<u>5,258,773</u>	<u>2,656,145</u>	<u>1,002,712</u>
Cash equivalents at beginning of the year	<u>1,227,447</u>	<u>(63,995)</u>	<u>9,668,650</u>	<u>7,071,015</u>
Cash equivalents at end of the year	<u>\$ 3,161,256</u>	<u>\$ 5,194,778</u>	<u>\$ 12,324,795</u>	<u>\$ 8,073,927</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Holy Spirit Roman Catholic Sep. Regional Div. # 4	Horizon School Div. # 67	Lakeland Roman Catholic Sep. School Dist. # 150	Lethbridge School Dist. # 51
Revenue:				
Government of Alberta	\$ 36,254,897	\$ 33,372,996	\$ 17,338,481	\$ 64,952,040
Federal government and/or First Nations	1,105,678	6,453	393,278	334,912
Other	-	-	-	109,940
Instruction resource fees	217,211	215,441	50,771	460,038
Transportation fees	-	14,969	-	-
Other sales and services	185,289	250,518	102,265	854,182
Investment income	109,191	341,065	204,054	359,606
Gifts and donations	-	-	143,357	-
Rentals of facilities	-	22,099	-	7,512
Net school generated funds	728,363	1,413,051	445,330	1,957,429
Gains on disposal of capital assets	973,851	-	-	-
Amortization of capital allocations	1,414,160	544,610	631,272	1,503,338
	40,988,640	36,181,202	19,308,808	70,538,997
Expense:				
Salaries, wages and benefits	31,358,674	24,102,418	13,904,442	55,461,761
Services, contracts and supplies	6,222,660	8,673,392	3,426,915	9,752,428
Net school generated funds	728,363	1,413,051	445,330	1,957,429
Amortization	1,618,677	814,780	829,340	1,765,036
Debt servicing	206,187	81,637	184,760	710,398
Losses on disposal of capital assets	4,907	2,566	-	-
	40,139,468	35,087,844	18,790,787	69,647,052
Excess (Deficiency) of revenues over expenses	\$ 849,172	\$ 1,093,358	\$ 518,021	\$ 891,945
Changes in Financial Position:				
Cash generated (used) by operations	\$ (15,316,761)	\$ (2,049,302)	\$ 1,367,673	\$ 2,965,192
Cash generated (used) by investing activities	(1,274,755)	(805,860)	(6,288,788)	(3,743,131)
Cash generated (used) by financing activities	16,812,405	796,176	4,583,334	2,203,908
Net sources (uses) of cash equivalents during year	220,889	(2,058,986)	(337,781)	1,425,969
Cash equivalents at beginning of the year	338,966	5,609,844	7,981,679	6,783,786
Cash equivalents at end of the year	\$ 559,855	\$ 3,550,858	\$ 7,643,898	\$ 8,209,755

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Living Waters Catholic Regional Div. # 42	Livingstone Range School Div. # 68	Medicine Hat Catholic Sep. Regional Div. # 20	Medicine Hat School Dist. # 76
Revenue:				
Government of Alberta	\$ 15,120,242	\$ 37,065,670	\$ 24,155,874	\$ 50,232,158
Federal government and/or First Nations	20,270	2,444,653	19,890	103,181
Other	-	-	-	112,733
Instruction resource fees	15,555	188,441	206,564	597,288
Transportation fees	19,989	-	-	-
Other sales and services	20,546	1,015,568	347,853	1,144,113
Investment income	163,733	236,876	67,667	461,860
Gifts and donations	-	-	12,300	45,901
Rentals of facilities	-	60,706	277,413	427,406
Net school generated funds	337,041	959,864	635,046	1,332,363
Gains on disposal of capital assets	-	1,930	-	-
Amortization of capital allocations	1,063,540	1,690,633	691,564	964,467
	<u>16,760,916</u>	<u>43,664,341</u>	<u>26,414,171</u>	<u>55,421,470</u>
Expense:				
Salaries, wages and benefits	11,867,175	30,291,179	19,524,734	42,199,559
Services, contracts and supplies	3,566,692	8,534,396	5,278,411	8,822,941
Net school generated funds	337,041	959,864	635,046	1,332,363
Amortization	1,096,891	2,233,353	726,673	1,447,415
Debt servicing	321,370	232,701	116,936	465,315
Losses on disposal of capital assets	-	40,162	-	11,812
	<u>17,189,169</u>	<u>42,291,655</u>	<u>26,281,800</u>	<u>54,279,405</u>
Excess (Deficiency) of revenues over expenses	<u>\$ (428,253)</u>	<u>\$ 1,372,686</u>	<u>\$ 132,372</u>	<u>\$ 1,142,065</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 533,812	\$ 1,352,527	\$ 369,902	\$ 3,423,160
Cash generated (used) by investing activities	(2,060,879)	(841,343)	(569,118)	(604,941)
Cash generated (used) by financing activities	7,949,655	9,450	404,490	(176,414)
Net sources (uses) of cash equivalents during year	<u>6,422,588</u>	<u>520,634</u>	<u>205,274</u>	<u>2,641,805</u>
Cash equivalents at beginning of the year	3,115,941	6,525,379	1,266,488	6,577,251
Cash equivalents at end of the year	<u>\$ 9,538,529</u>	<u>\$ 7,046,013</u>	<u>\$ 1,471,762</u>	<u>\$ 9,219,056</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Moberly Hall School Society	Mother Earth's Children's Charter School Society	New Horizons Charter School Society	Northern Gateway Regional Div. # 10
Revenue:				
Government of Alberta	\$ 760,660	\$ 768,417	\$ 1,422,079	\$ 48,405,938
Federal government and/or First Nations	-	525,851	775	1,732,762
Other	-	-	76	47,192
Instruction resource fees	2,050	-	17,890	295,302
Transportation fees	7,728	-	-	47,384
Other sales and services	2,382	668	12,881	75,419
Investment income	4,169	6,889	11,912	254,314
Gifts and donations	-	-	245	31,881
Rentals of facilities	4,800	-	6,155	72,097
Net school generated funds	-	3,468	15,070	980,125
Gains on disposal of capital assets	-	-	-	42,498
Amortization of capital allocations	-	-	-	1,760,183
	781,789	1,305,293	1,487,083	53,745,095
Expense:				
Salaries, wages and benefits	536,237	744,000	854,149	35,029,843
Services, contracts and supplies	335,538	453,504	494,012	12,483,656
Net school generated funds	-	3,468	15,070	980,125
Amortization	-	29,483	-	2,439,815
Debt servicing	-	667	948	538,741
Losses on disposal of capital assets	-	-	-	7,688
	871,775	1,231,122	1,364,179	51,479,868
Excess (Deficiency) of revenues over expenses	\$ (89,986)	\$ 74,171	\$ 122,904	\$ 2,265,227
Changes in Financial Position:				
Cash generated (used) by operations	\$ (80,521)	\$ 143,767	\$ 116,393	\$ 1,217,203
Cash generated (used) by investing activities	-	(23,111)	-	(3,902,876)
Cash generated (used) by financing activities	(181,744)	-	-	3,289,252
Net sources (uses) of cash equivalents during year	(262,265)	120,656	116,393	603,579
Cash equivalents at beginning of the year	344,629	233,745	350,431	7,788,370
Cash equivalents at end of the year	\$ 82,364	\$ 354,401	\$ 466,824	\$ 8,391,949

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Northern Lights School Div. # 69	Northland School Div. # 61	Northwest Francophone Education Region # 1	Palliser Regional Div. # 26
Revenue:				
Government of Alberta	\$ 54,576,314	\$ 31,185,812	\$ 4,911,763	\$ 40,980,742
Federal government and/or First Nations	2,067,996	17,356,070	226,697	430,697
Other	2,459	-	-	35,570
Instruction resource fees	7,506	-	14,660	228,988
Transportation fees	142,395	-	-	94,339
Other sales and services	236,900	377,638	11,392	499,442
Investment income	352,194	506,493	48,088	347,575
Gifts and donations	55,095	310,740	-	94,306
Rentals of facilities	20,232	819,593	6,250	399,808
Net school generated funds	727,096	496,000	98,462	268,959
Gains on disposal of capital assets	10,759	3,461	-	15,338
Amortization of capital allocations	1,732,147	2,297,304	251,573	1,259,530
	<u>59,931,093</u>	<u>53,353,111</u>	<u>5,568,885</u>	<u>44,655,294</u>
Expense:				
Salaries, wages and benefits	39,904,499	34,682,929	3,106,355	32,368,525
Services, contracts and supplies	14,206,105	12,321,648	1,604,363	8,390,122
Net school generated funds	727,096	496,000	98,462	268,959
Amortization	2,357,474	3,531,126	282,191	1,994,297
Debt servicing	767,753	750,850	11,766	376,458
Losses on disposal of capital assets	-	2,583	-	-
	<u>57,962,927</u>	<u>51,785,136</u>	<u>5,103,137</u>	<u>43,398,361</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 1,968,166</u>	<u>\$ 1,567,975</u>	<u>\$ 465,748</u>	<u>\$ 1,256,933</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 6,446,937	\$ 6,498,740	\$ 563,006	\$ 2,744,085
Cash generated (used) by investing activities	(914,450)	(11,807,427)	(1,518,634)	(717,600)
Cash generated (used) by financing activities	1,365,324	20,894,001	2,979,598	904,412
Net sources (uses) of cash equivalents during year	<u>6,897,811</u>	<u>15,585,314</u>	<u>2,023,970</u>	<u>2,930,897</u>
Cash equivalents at beginning of the year	5,309,464	8,130,083	1,676,014	5,004,627
Cash equivalents at end of the year	<u>\$ 12,207,275</u>	<u>\$ 23,715,397</u>	<u>\$ 3,699,984</u>	<u>\$ 7,935,524</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Parkland School Div. # 70	Peace River School Div. # 10	Peace Wapiti School Div. # 76	Pembina Hills Regional Div. # 7
Revenue:				
Government of Alberta	\$ 73,490,933	\$ 35,699,986	\$ 51,057,263	\$ 42,026,447
Federal government and/or First Nations	1,405,884	244,969	1,088,530	60,258
Other	73,328	-	725,268	24,177
Instruction resource fees	1,102,088	179,335	518,287	298,397
Transportation fees	233,941	27,540	-	105,278
Other sales and services	1,064,044	471,328	541,450	671,568
Investment income	602,417	410,195	346,558	447,766
Gifts and donations	-	48,262	137,835	6,938
Rentals of facilities	23,904	61,517	253,200	9,353
Net school generated funds	177,433	412,888	1,228,098	529,802
Gains on disposal of capital assets	8,957	17,197	123,382	21,340
Amortization of capital allocations	2,221,297	2,077,525	1,691,852	901,978
	<u>80,404,226</u>	<u>39,650,742</u>	<u>57,711,723</u>	<u>45,103,302</u>
Expense:				
Salaries, wages and benefits	53,644,624	25,145,614	40,813,110	31,212,221
Services, contracts and supplies	20,569,078	8,376,049	11,950,516	10,232,239
Net school generated funds	177,433	412,888	1,228,098	529,802
Amortization	2,707,961	2,799,920	3,112,417	1,346,535
Debt servicing	401,591	586,535	792,947	864,063
Losses on disposal of capital assets	1,823	9,241	1,215	-
	<u>77,502,510</u>	<u>37,330,247</u>	<u>57,898,303</u>	<u>44,184,860</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 2,901,716</u>	<u>\$ 2,320,495</u>	<u>\$ (186,580)</u>	<u>\$ 918,442</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 5,499,561	\$ 5,286,856	\$ 2,317,695	\$ 1,595,478
Cash generated (used) by investing activities	(7,312,336)	(2,202,770)	(3,895,844)	(6,018,987)
Cash generated (used) by financing activities	5,098,268	258,259	4,371,512	7,926,341
Net sources (uses) of cash equivalents during year	<u>3,285,493</u>	<u>3,342,345</u>	<u>2,793,363</u>	<u>3,502,832</u>
Cash equivalents at beginning of the year	13,788,753	6,518,247	8,063,967	5,942,964
Cash equivalents at end of the year	<u>\$ 17,074,246</u>	<u>\$ 9,860,592</u>	<u>\$ 10,857,330</u>	<u>\$ 9,445,796</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Prairie Land Regional Div. # 25	Prairie Rose School Div. # 8	Red Deer Catholic Regional Div. # 39	Red Deer Public School Dist. # 104
Revenue:				
Government of Alberta	\$ 18,971,718	\$ 38,953,252	\$ 51,653,290	\$ 76,551,179
Federal government and/or First Nations	-	204,807	92,092	135,817
Other	536,654	319,261	226,502	208,049
Instruction resource fees	131,900	196,480	568,867	1,878,424
Transportation fees	-	23,232	50,336	241,547
Other sales and services	50,565	113,061	505,222	1,664,338
Investment income	268,398	263,367	342,845	429,122
Gifts and donations	-	371,032	-	111,133
Rentals of facilities	109,386	124,942	69,473	101,949
Net school generated funds	291,330	454,545	1,312,550	129,407
Gains on disposal of capital assets	65,620	8,567	-	125
Amortization of capital allocations	819,003	970,175	2,449,164	3,588,968
	<u>21,244,574</u>	<u>42,002,721</u>	<u>57,270,341</u>	<u>85,040,058</u>
Expense:				
Salaries, wages and benefits	15,444,201	27,826,241	40,004,372	62,146,652
Services, contracts and supplies	3,618,458	12,009,706	10,783,987	15,885,289
Net school generated funds	291,330	454,545	1,312,550	129,407
Amortization	1,313,010	1,512,888	2,689,913	4,222,851
Debt servicing	203,767	182,402	340,198	1,019,996
Losses on disposal of capital assets	6,301	-	-	-
	<u>20,877,067</u>	<u>41,985,782</u>	<u>55,131,020</u>	<u>83,404,195</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 367,507</u>	<u>\$ 16,939</u>	<u>\$ 2,139,321</u>	<u>\$ 1,635,863</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 1,545,913	\$ 1,337,602	\$ 4,271,316	\$ 4,758,230
Cash generated (used) by investing activities	(879,806)	(331,758)	(5,769,191)	(1,794,404)
Cash generated (used) by financing activities	185,154	(25,000)	7,366,695	-
Net sources (uses) of cash equivalents during year	<u>851,261</u>	<u>980,844</u>	<u>5,868,820</u>	<u>2,963,826</u>
Cash equivalents at beginning of the year	6,235,454	4,064,233	4,852,351	6,198,684
Cash equivalents at end of the year	<u>\$ 7,086,715</u>	<u>\$ 5,045,077</u>	<u>\$ 10,721,171</u>	<u>\$ 9,162,510</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Rocky View School Div. # 41	St. Albert Protestant Sep. School Dist. # 6	St. Paul Education Regional Div. # 1	St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38
Revenue:				
Government of Alberta	\$ 120,706,155	\$ 50,448,371	\$ 30,420,674	\$ 18,331,448
Federal government and/or First Nations	873,009	110,156	9,318,958	1,490,993
Other	356,390	99,590	-	18,345
Instruction resource fees	1,822,924	688,206	264,502	218,880
Transportation fees	952,567	394,402	42,984	23,051
Other sales and services	227,012	1,273,379	344,662	60,525
Investment income	635,844	389,181	335,019	111,595
Gifts and donations	-	182,415	-	32,640
Rentals of facilities	384,213	22,738	77,033	79,806
Net school generated funds	3,249,296	1,239,718	715,099	231,664
Gains on disposal of capital assets	16,424	-	-	2,191
Amortization of capital allocations	3,427,798	1,734,341	806,700	1,245,274
	<u>132,651,632</u>	<u>56,582,497</u>	<u>42,325,631</u>	<u>21,846,412</u>
Expense:				
Salaries, wages and benefits	95,322,978	40,668,940	30,939,274	15,144,179
Services, contracts and supplies	28,297,287	9,873,644	7,573,032	4,213,165
Net school generated funds	3,249,296	1,239,718	715,099	231,664
Amortization	4,347,818	2,088,087	1,155,395	1,464,131
Debt servicing	1,690,026	753,979	268,157	365,278
Losses on disposal of capital assets	-	-	15,255	-
	<u>132,907,405</u>	<u>54,624,368</u>	<u>40,666,212</u>	<u>21,418,417</u>
Excess (Deficiency) of revenues over expenses	<u>\$ (255,773)</u>	<u>\$ 1,958,129</u>	<u>\$ 1,659,419</u>	<u>\$ 427,995</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 2,378,204	\$ 3,296,467	\$ (9,330,234)	\$ 3,278,744
Cash generated (used) by investing activities	(8,619,890)	(1,149,353)	(569,372)	(739,024)
Cash generated (used) by financing activities	4,545,218	435,459	11,150,998	2,695,474
Net sources (uses) of cash equivalents during year	<u>(1,696,468)</u>	<u>2,582,573</u>	<u>1,251,392</u>	<u>5,235,194</u>
Cash equivalents at beginning of the year	12,673,972	6,749,261	4,560,935	(287,266)
Cash equivalents at end of the year	<u>\$ 10,977,504</u>	<u>\$ 9,331,834</u>	<u>\$ 5,812,327</u>	<u>\$ 4,947,928</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)			
	Sturgeon School Div. # 24	Suzuki Charter School Society	Westmount Charter School Society	Westwind School Div. # 74
Revenue:				
Government of Alberta	\$ 41,790,436	\$ 1,372,603	\$ 7,981,014	\$ 31,393,769
Federal government and/or First Nations	287,254	-	3,360	5,094,616
Other	-	-	24,131	83,933
Instruction resource fees	238,351	13,695	246,409	295,815
Transportation fees	-	-	261,627	-
Other sales and services	780,173	76,116	55,068	285,127
Investment income	191,144	-	14,482	190,969
Gifts and donations	8,400	-	170,833	337,997
Rentals of facilities	-	45,344	3,000	720
Net school generated funds	729,538	58,148	329,838	490,165
Gains on disposal of capital assets	8,190	-	-	-
Amortization of capital allocations	1,385,434	23,213	-	1,129,290
	<u>45,418,920</u>	<u>1,589,119</u>	<u>9,089,762</u>	<u>39,302,401</u>
Expense:				
Salaries, wages and benefits	32,649,846	1,069,337	5,001,678	29,506,604
Services, contracts and supplies	9,595,374	474,095	3,350,194	5,920,754
Net school generated funds	729,538	58,148	329,838	490,165
Amortization	1,834,966	37,225	-	1,462,481
Debt servicing	190,367	821	-	478,961
Losses on disposal of capital assets	-	-	-	-
	<u>45,000,091</u>	<u>1,639,626</u>	<u>8,681,710</u>	<u>37,858,965</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 418,829</u>	<u>\$ (50,507)</u>	<u>\$ 408,052</u>	<u>\$ 1,443,436</u>
Changes in Financial Position:				
Cash generated (used) by operations	\$ 1,942,733	\$ 1,033	\$ 780,614	\$ 200,019
Cash generated (used) by investing activities	(275,332)	(135,124)	-	(6,402,891)
Cash generated (used) by financing activities	(69,103)	185,124	-	4,266,620
Net sources (uses) of cash equivalents during year	<u>1,598,298</u>	<u>51,033</u>	<u>780,614</u>	<u>(1,936,252)</u>
Cash equivalents at beginning of the year	3,225,182	79,332	260,408	4,006,897
Cash equivalents at end of the year	<u>\$ 4,823,480</u>	<u>\$ 130,365</u>	<u>\$ 1,041,022</u>	<u>\$ 2,070,645</u>

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)		
	Wetaskiwin Regional Div. # 11	Wild Rose School Div. # 66	Wolf Creek School Div. # 72
Revenue:			
Government of Alberta	\$ 39,018,242	\$ 46,006,646	\$ 62,958,145
Federal government and/or First Nations	3,411,396	153,727	1,907,129
Other	22,712	99,513	184,346
Instruction resource fees	442,422	318,972	846,370
Transportation fees	10,578	-	124,528
Other sales and services	362,152	608,345	587,015
Investment income	258,681	389,443	539,297
Gifts and donations	-	40,062	212,085
Rentals of facilities	16,864	11,905	17,500
Net school generated funds	694,983	1,113,384	983,079
Gains on disposal of capital assets	33,500	16,858	6,745
Amortization of capital allocations	1,023,958	2,945,254	1,806,135
	45,295,488	51,704,109	70,172,374
Expense:			
Salaries, wages and benefits	32,966,592	36,775,523	51,358,940
Services, contracts and supplies	9,031,278	9,269,898	12,816,377
Net school generated funds	694,983	1,113,384	983,079
Amortization	1,267,720	4,162,348	2,673,514
Debt servicing	554,415	439,903	311,680
Losses on disposal of capital assets	-	-	2,435
	44,514,988	51,761,056	68,146,025
Excess (Deficiency) of revenues over expenses	\$ 780,500	\$ (56,947)	\$ 2,026,349
Changes in Financial Position:			
Cash generated (used) by operations	\$ 1,045,566	\$ 4,293,946	\$ 4,649,430
Cash generated (used) by investing activities	(45,253)	(2,662,257)	(7,882,828)
Cash generated (used) by financing activities	51,800	4,721,709	10,637,270
Net sources (uses) of cash equivalents during year	1,052,113	6,353,398	7,403,872
Cash equivalents at beginning of the year	4,478,510	5,439,677	18,502,381
Cash equivalents at end of the year	\$ 5,530,623	\$ 11,793,075	\$ 25,906,253

Unaudited Summary of School Jurisdictions Statements of Operations and Changes in Financial Position

For the year ended August 31, 2007

	(in dollars)		
	2007 Actual Totals	2007 Budget Totals	2006 Actual Totals (As restated)
Revenue:			
Government of Alberta	\$ 4,525,071,343	\$ 4,426,628,484	\$ 4,230,184,475
Federal government and/or First Nations	83,278,492	72,167,771	76,926,725
Other	13,065,096	10,089,728	12,517,871
Instruction resource fees	44,105,850	39,123,667	41,470,108
Transportation fees	23,359,277	24,371,793	20,556,064
Other sales and services	82,667,679	58,220,822	77,927,834
Investment income	31,580,274	11,747,095	19,569,620
Gifts and donations	11,470,338	4,204,900	9,042,169
Rentals of facilities	19,373,501	17,267,788	18,341,234
Net school generated funds	72,180,599	64,750,437	71,085,861
Gains on disposal of capital assets	12,637,442	9,290,770	7,232,597
Amortization of capital allocations	134,720,097	130,043,913	134,141,719
	<u>5,053,509,988</u>	<u>4,867,907,168</u>	<u>4,718,996,277</u>
Expense:			
Salaries, wages and benefits	3,637,038,202	3,558,047,567	3,459,146,968
Services, contracts and supplies	965,662,189	1,001,645,252	878,344,139
Net school generated funds	72,180,599	64,750,387	71,072,698
Amortization	193,363,963	185,899,894	189,727,072
Debt servicing	35,131,388	41,422,375	42,017,295
Losses on disposal of capital assets	357,563	650	1,200,624
	<u>4,903,733,904</u>	<u>4,851,766,125</u>	<u>4,641,508,796</u>
Excess (Deficiency) of revenues over expenses	<u>\$ 149,776,084</u>	<u>\$ 16,141,043</u>	<u>\$ 77,487,481</u>
Changes in Financial Position:			
Cash generated (used) by operations	\$ 301,192,105		\$ 219,355,590
Cash generated (used) by investing activities	(305,070,665)		(270,588,534)
Cash generated (used) by financing activities	316,336,108		202,404,768
Net sources (uses) of cash equivalents during year	<u>312,457,548</u>		<u>151,171,824</u>
Cash equivalents at beginning of the year	<u>506,555,347</u>		<u>355,383,523</u>
Cash equivalents at end of the year	<u>\$ 819,012,895</u>		<u>\$ 506,555,347</u>

Summary of Significant Accounting Policies

School jurisdictions prepare their financial statements in accordance with generally accepted accounting principles for not-for-profit organizations. The following are significant accounting policies followed by these entities:

- Revenues and expenses are recognized on an accrual basis.
- Revenues for the provision of goods and services are recognized in the period in which the goods are provided or the services rendered.
- Unrestricted contributions are recognized as revenues when received or receivable.
- Once capital grants are invested in capital assets, expended amounts are recorded as unamortized capital allocations. Unamortized capital allocations are recognized as revenue in the period in which the related amortization expense of the funded capital asset is recorded.
- Externally restricted non-capital contributions are deferred and recognized as revenue in the period in which the related expenses are incurred.
- Contributions for capital assets that will not be amortized, such as land, are recorded as direct increases to net assets in the period the assets are acquired.
- Capital asset additions are recorded at cost and amortized based on amortization policies set by school jurisdictions.
- Donated assets are recorded at fair value where fair value can be reasonably determined.
- Inventories of merchandise for resale are valued at the lower of cost and net realizable value.
- Inventories of supplies for consumption are valued at the lower of invoice cost and replacement cost.
- Investments are recorded at the lower of cost or market value.

Disclosure of Salaries and Benefits for Superintendent Positions

For the Year Ended August 31, 2007

(in dollars)					
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total	
Aspen View Regional Div. # 19	\$ 118,417	\$ 11,292	\$ -	\$	129,709
Battle River Regional Div. # 31	147,188	33,253	-		180,441
Black Gold Regional Div. # 18	145,147	21,515	-		166,662
Buffalo Trail Public Schools Regional Div. # 28	125,595	16,192	-		141,787
Calgary Roman Catholic Sep. School Dist. # 1	160,024	69,032	-		229,056
Calgary School Dist. # 19	200,000	129,599	-		329,599 *
Canadian Rockies Regional Div. # 12	101,723	10,355	-		112,078
Chinook's Edge School Div. # 73	157,577	26,039	-		183,616
Christ the Redeemer Catholic Sep. Regional Div. # 3	129,921	15,974	-		145,895
Clearview School Div. # 71	122,538	9,986	-		132,524
East Central Alberta Catholic Sep. Schools Regional Div. # 16	121,608	10,455	-		132,063
East Central Francophone Education Region # 3	126,533	10,074	-		136,607
Edmonton Catholic Sep. School Dist. # 7	174,828	8,860	-		183,688
Edmonton School Dist. # 7	198,763	14,411	181,554		394,728 *
Elk Island Catholic Sep. Regional Div. # 41	145,545	15,203	68,318		229,066 *
Elk Island Public Schools Regional Div. # 14	160,000	10,351	-		170,351
Evergreen Catholic Sep. Regional Div. # 2	134,634	10,795	-		145,429
Foothills School Div. # 38	135,300	10,128	20,667		166,095 *
Fort McMurray Roman Catholic Sep. School Dist. # 32	148,865	13,450	3,437		165,752 *
Fort McMurray School Dist. # 2833	161,240	43,668	10,000		214,908 *
Fort Vermilion School Div. # 52	135,492	21,987	-		157,479
Golden Hills School Div. # 75	129,975	10,472	-		140,447
Grande Prairie Public School Dist. # 2357	132,000	16,111	-		148,111
Grande Prairie Roman Catholic Sep. School Dist. # 28	133,583	14,112	-		147,695
Grande Yellowhead Regional Div. # 35	130,900	14,815	-		145,715
Grasslands Regional Div. # 6	78,000	7,579	-		85,579 **
Greater North Central Francophone Education Region # 2	144,682	32,930	-		177,612
Greater Southern Public Francophone Education Region # 4	138,000	10,990	-		148,990
Greater Southern Sep. Catholic Francophone Education Region # 4	120,833	16,392	-		137,225
Greater St. Albert Catholic Regional Div. # 29	134,349	11,848	-		146,197
High Prairie School Div. # 48	134,402	10,421	-		144,823
Holy Family Catholic Regional Div. # 37	133,884	10,475	-		144,359
Holy Spirit Roman Catholic Sep. Regional Div. # 4	132,000	14,111	-		146,111
Horizon School Div. # 67	124,068	10,318	-		134,386
Lakeland Roman Catholic Sep. School Dist. # 150	136,517	8,092	6,826		151,435 *
Lethbridge School Dist. # 51	140,000	18,226	-		158,226

* Included in superintendents' total is an amount for bonuses, severance, retiring allowances, retirement plan contributions, vacation payouts, other settlement costs or death benefits.

** Superintendent position contracted out on a part-time basis.

Disclosure of Salaries and Benefits for Superintendent Positions (continued)

For the Year Ended August 31, 2007

(in dollars)				
School Jurisdiction	Remuneration	Benefits & Allowances	Other	Total
Living Waters Catholic Regional Div. # 42	\$ 138,414	\$ 11,392	\$ -	\$ 149,807
Livingstone Range School Div. # 68	133,242	23,130	199,532	355,904 *
Medicine Hat Catholic Sep. Regional Div. # 20	137,000	19,703	-	156,703
Medicine Hat School Dist. # 76	140,066	16,762	-	156,828
Northern Gateway Regional Div. # 10	129,675	10,263	-	139,938
Northern Lights School Div. # 69	145,391	11,284	60,186	216,861 *
Northland School Div. # 61	132,021	25,781	-	157,802
Northwest Francophone Education Region # 1	119,493	11,144	-	130,637
Palliser Regional Div. # 26	155,667	5,704	-	161,371
Parkland School Div. # 70	153,962	12,412	-	166,374
Peace River School Div. # 10	135,836	9,376	-	145,212
Peace Wapiti School Div. # 76	135,824	13,271	19,642	168,737 *
Pembina Hills Regional Div. # 7	127,000	11,654	-	138,654
Prairie Land Regional Div. # 25	135,688	14,666	-	150,354
Prairie Rose School Div. # 8	125,000	15,616	-	140,616
Red Deer Catholic Regional Div. # 39	142,845	12,776	-	155,621
Red Deer Public School Dist. # 104	147,200	21,511	-	168,711
Rocky View School Div. # 41	146,140	17,610	-	163,750
St. Albert Protestant Sep. School Dist. # 6	134,160	9,551	-	143,711
St. Paul Education Regional Div. # 1	121,792	15,827	-	137,619
St. Thomas Aquinas Roman Catholic Sep. Regional Div. # 38	128,509	10,094	-	138,603
Sturgeon School Div. # 24	134,120	7,752	-	141,872
Westwind School Div. # 74	122,000	13,296	-	135,296
Wetaskiwin Regional Div. # 11	127,190	22,170	-	149,360
Wild Rose School Div. # 66	137,500	10,644	-	148,144
Wolf Creek School Div. # 72	145,000	10,147	-	155,147

* Included in superintendents' total is an amount for bonuses, severance, retiring allowances, retirement plan contributions, vacation payouts, other settlement costs or death benefits.

Footnotes:

1. This information is taken from the notes to the Audited Financial Statements submitted to Alberta Education by the school jurisdiction.
2. Remuneration includes regular base salaries, administrative allowances, overtime, lump-sum payments, honoraria, deferred salary leave accruals and any other direct cash remuneration.
3. Benefits include the employer's share of all employee benefits and contributions or payments made on behalf of employees. This includes retirement pension, Canada Pension Plan (CPP), Employment Insurance (EI), health care, dental coverage, vision coverage, out-of-country medical benefits, group life insurance, accidental disability and dismemberment insurance and disability plans.
4. Allowances include all monies paid to an employee as miscellaneous negotiated allowances. This category will include car or travel allowance, isolation allowances, relocation expenses, sabbaticals, special leave with pay, financial and retirement planning services, and club memberships.
5. Other includes payments made for such things as performance bonuses, accrued vacations and termination benefits (severance pay, retiring allowances, sick leave and other settlement costs due to loss of employment).



Other Information

Audited Information

Alberta Teachers' Retirement Fund Board

Teachers' Pension Plan and
Private School Teachers' Pension Plan

Financial Statements
August 31, 2007

Auditor's Report

Statement of Net Assets Available for Benefits and Accrued Pension
Benefits and Deficiency

Statement of Changes in Net Assets Available for Benefits

Statement of Changes in Accrued Pension Benefits

Notes to the Financial Statements



Auditor's Report

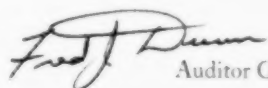
To the Alberta Teachers' Retirement Fund Board

I have audited the Statement of Net Assets Available for Benefits and Accrued Pension Benefits and Deficiency of the Alberta Teachers' Retirement Fund Board (the "Board") as at August 31, 2007 and the Statements of Changes in Net Assets Available for Benefits and Changes in Accrued Pension Benefits for the year then ended. These financial statements are the responsibility of the Board's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In my opinion, these financial statements present fairly, in all material respects, the Net Assets Available for Benefits and Accrued Pension Benefits and Deficiency of the Board as at August 31, 2007 and the Changes in Net Assets Available for Benefits, and Changes in Accrued Pension Benefits for the year then ended in accordance with Canadian generally accepted accounting principles.

Edmonton, Alberta
November 15, 2007

 FCA
Auditor General

Alberta Teachers' Retirement Fund Board
Statement of Net Assets Available for Benefits
and Accrued Pension Benefits and Deficiency

As at August 31, 2007

	(in thousands)	
	2007	2006
Assets		
Cash	\$ 1,753	\$ 853
Investments (Note 4)	4,297,362	3,733,441
Receivables (Note 5)	26,144	24,963
Capital assets (Note 6)	513	715
	<u>4,325,772</u>	<u>3,759,972</u>
Liabilities		
Accounts payable (Note 7)	<u>17,856</u>	<u>9,563</u>
Net assets available for benefits	4,307,916	3,750,409
Actuarial Value of Accrued Pension Benefits	11,316,191	10,702,244
Deficiency (Note 11)	<u>\$ 7,008,275</u>	<u>\$ 6,951,835</u>

The accompanying notes are part of these financial statements.

Alberta Teachers' Retirement Fund Board

Statement of Changes In Net Assets Available for Benefits

For the Year Ended August 31, 2007

	(in thousands)	
	2007	2006
Increase in Net Assets		
Investment earnings (Note 8)	\$ 440,269	\$ 258,703
Contributions (Note 9)		
Teachers	278,515	267,306
Province of Alberta	343,741	327,186
Employers	737	603
Past service purchases	3,644	3,118
Transfers from other plans	5,766	5,461
	<u>632,403</u>	<u>603,674</u>
Total increase in net assets	<u>1,072,672</u>	<u>862,377</u>
Decrease in Net Assets		
Pension benefits	465,339	425,021
Termination benefits	28,374	20,337
Transfers to other plans	3,154	2,302
Administrative expenses (Note 10)	<u>18,298</u>	<u>11,480</u>
Total decrease in net assets	<u>515,165</u>	<u>459,140</u>
Change in Net Assets for the Year	<u>557,507</u>	<u>403,237</u>
Net Assets Available for Benefits at Beginning of Year	<u>3,750,409</u>	<u>3,347,172</u>
Net Assets Available for Benefits at End of Year	<u>\$ 4,307,916</u>	<u>\$ 3,750,409</u>

Alberta Teachers' Retirement Fund Board
Statement of Changes in Accrued Pension Benefits

For the Year Ended August 31, 2007

	(in thousands)	
	2007	2006
Accrued Pension Benefits at Beginning of the Year	\$ 10,702,244	\$ 10,285,480
Increase (Decrease) in Accrued Pension Benefits		
Interest on accrued benefits	771,047	740,979
Benefits accrued	330,357	310,144
Changes in actuarial demographic assumptions	-	(49,990)
Experience gains	-	(145,288)
	<u>1,101,404</u>	<u>855,845</u>
Decrease in Accrued Pension Benefits		
Benefits paid	<u>(487,457)</u>	<u>(439,081)</u>
Accrued Pension Benefits at End of Year	<u>\$ 11,316,191</u>	<u>\$ 10,702,244</u>

Alberta Teachers' Retirement Fund Board

Notes to the Financial Statements

August 31, 2007

NOTE 1 AUTHORITY AND NATURE OF OPERATIONS

The Alberta Teachers' Retirement Fund Board, a Provincial corporation, is the trustee and administrator of the Teachers' Pension Plan and the Private School Teachers' Pension Plan (the "Plans"). The Alberta Teachers' Retirement Fund Board operates under the authority of the *Teachers' Pension Plans Act*, Chapter T-1, RSA 2000.

The Plans are Registered Pension Plans as defined in the *Income Tax Act* and are not subject to income taxes. The income tax registration number is 0359125.

NOTE 2 DESCRIPTION OF THE PENSION PLANS

The following description of the Plans is a summary only.

a) General

The Plans are contributory defined-benefit pension plans for the teachers of Alberta.

b) Guarantee

The payment of all benefits for service prior to September 1, 1992 under the Teachers' Pension Plan is guaranteed by the Province of Alberta (the "Province").

c) Funding

The determination of the value of the benefits and the required contributions for the Plans is made on the basis of periodic actuarial valuations (Note 11).

All teachers under contract with school jurisdictions and charter schools in Alberta are required to contribute to the Teachers' Pension Plan. Current service costs and related deficiencies are funded by equal contributions from the Province and the teachers. An additional 10 per cent cost-of-living adjustment for service earned after 1992, as described in Note 2(i), is funded entirely by the teachers.

The unfunded liability for service credited prior to September 1, 1992 is being funded by additional contributions in the proportions of 67.35 per cent by the Province and 32.65 per cent by the teachers over the period ending August 31, 2060. The Province agreed to pay 100 per cent of these additional contributions relating to the period September to December 2007.

Certain public colleges and other designated organizations in Alberta also participate in the Teachers' Pension Plan under the same funding arrangements, except these organizations make the employer contributions rather than the Province.

Certain private schools participate in the Private School Teachers' Pension Plan. Plan costs are funded by contributions from the employers and the teachers.

NOTE 2 DESCRIPTION OF THE PENSION PLANS (CONTINUED)

d) Retirement Pensions

Retirement pensions are based on the number of years of pensionable service and the highest consecutive five-year average salary. Pensions are payable to teachers who retire after completion of at least five years of pensionable service, with certain restrictions, and who have attained age 65. Unreduced pensions are also payable to teachers who have reached at least age 55 and the sum of their age and service equals 85. With certain restrictions, reduced early retirement pensions are payable to teachers who retire on or after age 55 with a minimum of five years of pensionable service.

e) Disability Benefits

Teachers who are disabled after August 31, 1992 are credited with pensionable service while disabled. Teachers do not contribute to the Plans while disabled.

f) Termination Benefits

Refunds or commuted value transfers are available when a teacher ceases employment.

g) Death Benefits

Death benefits are available upon the death of a teacher and may be available upon the death of a pensioner. The benefit may take the form of a lump sum payment or a survivor pension.

h) Other Provisions

Purchase of past service and reinstatement of refunded service is allowed on a basis that is cost neutral to the Plans.

i) Cost-of-Living Adjustments

Pensions payable are increased each year by an amount equal to 60 per cent of the increase in the Alberta Consumer Price Index. The portion of pension earned after 1992 is increased by an additional 10 per cent of the increase in the Alberta Consumer Price Index.

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES

a) Basis of Presentation

The financial statements are prepared on a going-concern basis in accordance with Canadian generally accepted accounting principles and present the aggregate financial position of the Plans. The statements disclose the net assets available to meet future benefit payments, and are prepared to assist participants and others in reviewing the activities of the Plans for the fiscal year.

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES (CONTINUED)

b) Investments

Investments are recorded as of the trade date and are stated at fair value. The methods used to determine year-end fair value are explained in the following paragraphs.

- Money-market securities are recorded at cost which approximates fair value.
- The fair value of publicly traded securities is based on market prices quoted by independent suppliers of securities related data.
- The fair value of non-publicly traded equity investments reflects cash outlays adjusted by periodic third party valuations and fees charged by general partners.
- The fair value of real estate and oil and gas properties not publicly traded, is based on estimates as determined by management in conjunction with industry specialists.

Premiums and discounts arising on acquisitions are amortized using the effective interest rate method and included in investment earnings. Changes in fair value subsequent to acquisition are included in investment earnings (Note 8).

c) Foreign Exchange

Foreign currency transactions are translated into Canadian dollars at rates of exchange prevailing at the dates of the transactions. At year-end, the fair value of investments and any other assets and liabilities denominated in a foreign currency are translated at the year-end exchange rate. Gains or losses resulting from exchange differences are included in the determination of the change in fair value of investments.

d) Derivative Financial Instruments

Forward foreign exchange contracts are valued based on quoted market prices. Gains or losses on forward foreign exchange contracts are recognized with changes in market value, and are included in the determination of current year change in fair value of investments.

e) Capital Assets

Capital assets are recorded at cost and amortized over their estimated useful lives. Amortization is calculated using the straight-line method at the following annual rates:

Furniture and equipment	10-25%
Computer hardware and software	20-33.3%

Software under development is not amortized until implemented.

NOTE 3 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND REPORTING PRACTICES (CONTINUED)

f) Measurement Uncertainty

The preparation of financial statements, in conformity with Canadian generally accepted accounting principles, requires management to make estimates and assumptions that affect the amounts reported in the financial statements. Actual results could differ from these estimates.

Measurement uncertainty exists in the calculation of the Plans' actuarial value of accrued benefits. Uncertainty arises because the Plans' actual experience may differ significantly from assumptions used in the calculation of the Plans' accrued benefits.

Measurement uncertainty exists in the valuation of the Plans' private investments as values may differ significantly from the values that would have been used had a ready market existed for these investments.

NOTE 4 INVESTMENTS

		(in thousands)			
		2007		2006	
		Fair Value	Cost	Fair Value	Cost
Fixed Income and Cash					
Cash	\$	67,285	\$ 67,285	\$ 68,340	\$ 68,340
Money-market securities		145,189	145,189	67,135	67,135
Bonds and debentures		501,727	501,034	488,746	472,176
		<u>714,201</u>	<u>713,508</u>	<u>624,221</u>	<u>607,651</u>
Equities					
Publicly traded equities					
Canadian		1,246,221	891,217	1,119,000	803,121
Global		2,283,133	2,122,403	1,967,675	1,883,277
Non-publicly traded equities		53,807	52,461	22,545	23,578
		<u>3,583,161</u>	<u>3,066,081</u>	<u>3,109,220</u>	<u>2,709,976</u>
	\$	<u>4,297,362</u>	<u>\$ 3,779,589</u>	<u>\$ 3,733,441</u>	<u>\$ 3,317,627</u>

a) Interest Rate Risk

Interest rate risk relates to the impact of interest rate changes on the Plans' cash flows and financial position. This risk arises from differences in the timing and amount of cash flows related to the Plans' assets and liabilities.

As at August 31, 2007 a 1% increase in nominal interest rates would result in a decline in the fair value of Fixed Income investments of 4.6% (2006: 5.7%).

NOTE 4 INVESTMENTS (CONTINUED)

a) Interest Rate Risk (continued)

Based on fair values at August 31, 2007 Fixed Income investments have the following average effective yields and term structures:

	(in thousands of dollars)						
	2007				Average Effective Yield	2006	
	Within 1 Year	Terms of Maturity 1 to 5 Years	Over 5 Years	Total		Total	Average Effective Yield
Money-market securities	145,189	-	-	145,189	4.87%	67,135	4.28%
Bonds and debentures	21,450	182,952	297,325	501,727	4.97%	488,746	5.09%

b) Credit Risk

Credit risk arises from the possibility that a loss may occur from the failure of another party to perform according to the terms of a contract.

The Plans limit their credit risk by dealing with counter parties that are considered to be of high quality, setting and monitoring compliance with portfolio guidelines, diversification and obtaining collateral where appropriate.

The Plans record all investments at fair value. Consequently, investment values reflected in Note 4 of these financial statements represent the maximum credit risk exposure of the Plans as at August 31, 2007.

c) Currency Risk

Currency risk arises from the Plans' holding of equities that are denominated in foreign currencies. A portion of the currency exposure may be hedged by foreign currency forwards. Foreign currency forwards are contractual obligations either to buy or sell a specified amount of foreign currencies at predetermined future dates and exchange rates.

NOTE 4 INVESTMENTS (CONTINUED)

c) Currency Risk (continued)

The Plans' foreign currency exposure is as follows:

	(in thousands)			
	2007		2006	
	Foreign Currency Exposure	Foreign Currency Hedge	Net Foreign Currency Exposure	Net Foreign Currency Exposure
United States	\$ 1,091,149	\$ 28,703	\$ 1,062,446	\$ 1,020,834
Euro	435,974	6,568	429,406	320,216
United Kingdom	199,442	-	199,442	134,325
Japan	208,850	-	208,850	161,582
Switzerland	133,157	3,363	129,794	132,256
Australia	26,818	-	26,818	40,353
Other	205,088	-	205,088	131,653
	<u>\$ 2,300,478</u>	<u>\$ 38,634</u>	<u>\$ 2,261,844</u>	<u>\$ 1,941,219</u>

Foreign currency exposure includes \$17,345,000 (2006: \$33,698,000) in cash.

NOTE 5 RECEIVABLES

	(in thousands)	
	2007	2006
Accrued income	\$ 12,050	\$ 12,297
Contributions - teachers	13,701	12,535
Other	393	131
	<u>\$ 26,144</u>	<u>\$ 24,963</u>

NOTE 6 CAPITAL ASSETS

(in thousands)				
2007			2006	
Cost	Accumulated Amortization	Net	Net	
Furniture and equipment	\$ 409	\$ 376	\$ 33	\$ 19
Computer hardware and software	4,566	4,086	480	696
<u>\$ 4,975</u>	<u>\$ 4,462</u>	<u>\$ 513</u>	<u>\$</u>	<u>715</u>

NOTE 7 ACCOUNTS PAYABLE

(in thousands)			
2007		2006	
Tax withholdings	\$ 6,093	\$	5,416
Contributions - Province of Alberta	7,310		552
Investment transactions	2,896		1,385
Miscellaneous	1,557		2,210
<u>\$ 17,856</u>	<u>\$</u>	<u>9,563</u>	

NOTE 8 INVESTMENT EARNINGS

(in thousands)			
2007		2006	
Interest and dividend income			
Cash and money-market securities	\$ 6,458	\$	6,634
Bonds and debentures	23,349		30,859
Publicly traded equities			
Canadian	24,626		19,275
Global	55,362		58,165
Non-publicly traded equities	561		170
	110,356		115,103
Realized net gain on disposal of investments	228,118		205,520
Unrealized net gain (loss) on investments	101,795		(61,920)
<u>\$ 440,269</u>	<u>\$</u>	<u>258,703</u>	

NOTE 9 CONTRIBUTIONS

		(in thousands)	
		2007	2006
Teachers			
Current service	\$	159,834	\$ 153,335
Current service additional 10% COLA		10,504	10,076
Post-August 1992 deficiency		33,196	31,882
Pre-September 1992 unfunded liability		74,981	72,013
		<u>278,515</u>	<u>267,306</u>
Province of Alberta			
Current service		158,667	151,026
Post-August 1992 deficiency		31,039	29,544
Pre-September 1992 unfunded liability		154,035	146,616
		<u>343,741</u>	<u>327,186</u>
Employers			
Current service		674	549
Post-August 1992 deficiency		11	9
Pre-September 1992 unfunded liability		52	45
		<u>737</u>	<u>603</u>
Past services purchases		<u>3,644</u>	<u>3,118</u>
Transfers from other plans		5,766	5,461
	\$	<u>632,403</u>	\$ <u>603,674</u>

NOTE 10 ADMINISTRATIVE EXPENSES

		(in thousands)	
		2007	2006
		Budget	Actual
External investment management fees	\$	10,935	\$ 11,674
Salaries and benefits (Note 13)		4,139	3,595
Custodial and banking charges		696	1,020
Premises and equipment		785	781
Communications		670	536
External professional services		615	508
Board and Investment Committee		65	62
Audit fees		60	60
Other		30	62
	\$	<u>17,995</u>	\$ <u>18,298</u>
			<u>\$ 11,480</u>

NOTE 11 OBLIGATIONS FOR BENEFITS

a) Extrapolations and Assumptions

Actuarial valuations of the Plans were done as at August 31, 2006. Extrapolations were prepared for reporting purposes as at August 31, 2007. The present value of accrued benefits was determined using the projected benefit method prorated on service. The assumptions used in the valuations and extrapolations are based on management's best estimate of future events.

The major long-term economic assumptions used in the 2007 actuarial extrapolations and the 2006 valuations are:

	2007	2006
Rate of return on invested assets	7.25%	7.25%
Rate of inflation	3.00%	3.00%
Real wage increases	1.00%	1.00%
Teacher population growth	0.25%	0.25%

Future experience will differ from those assumptions. Any differences between the actuarial assumptions and future experience will emerge as gains or losses in future actuarial valuations.

b) Sensitivity of Changes in Major Assumptions

As at August 31, 2007 a 0.25% decrease in population growth rate under the Teachers' Pension Plan, holding all other assumptions constant, would increase the amount of contributions required to fund the unfunded liability attributable to service credited prior to September 1992 by 0.50% of total teacher salaries. No change would occur to the value of accrued pension benefits. The amount of contributions required to fund the deficiency attributable to service credited after August 1992 would increase by 0.04% of total teacher salaries.

As at August 31, 2007 a 0.50% decrease in the rate of return on invested assets and in the real rate of return under the Teachers' Pension Plan, holding all other assumptions constant, would:

- i) increase current service costs by 1.50% of total teacher salaries
- ii) decrease the additional contributions for the unfunded liability attributable to service credited prior to September 1992 by 0.43% of total teacher salaries
- iii) increase the additional contributions for the deficiency attributable to service credited after August 1992 by 1.44% of total teacher salaries
- iv) increase the accrued pension benefits by approximately \$796 million.

c) Results Based on Extrapolations

The extrapolation for the Teachers' Pension Plan to August 31, 2007 determined an unfunded liability of \$6.592 billion, attributable to service credited prior to September 1992 and a \$419 million deficiency attributable to service after August 1992. The unfunded liability and deficiency are being funded as described in Note 2c.

The extrapolation for the Private School Teachers' Pension Plan to August 31, 2007 determined a surplus of \$2.555 million.

NOTE 11 OBLIGATIONS FOR BENEFITS (CONTINUED)

c) Results Based on Extrapolations (continued)

	(in thousands)				
	2007				2006
	Teachers' Pension Plan		Private Teachers'		
	Pre-Sept.	Post-Aug.	Pension Plan	Total	Total
	1992	1992			
Net assets (liabilities)					
at beginning of year	\$ (543,326)	\$ 4,264,356	\$ 29,379	\$ 3,750,409	\$ 3,347,172
Net contributions	224,551	374,949	1,375	600,875	581,035
Benefits	(360,189)	(103,957)	(1,193)	(465,339)	(425,021)
Investment earnings	-	436,830	3,439	440,269	258,703
Administrative expenses	-	(18,158)	(140)	(18,298)	(11,480)
Net assets (liabilities)	(678,964)	4,954,020	32,860	4,307,916	3,750,409
Interest on net liabilities	(45,209)	45,209	-	-	-
Actuarial value of accrued benefits	(5,867,827)	(5,418,059)	(30,305)	(11,316,191)	(10,702,244)
(Deficiency)/surplus	\$ (6,592,000)	\$ (418,830)	\$ 2,555	\$ (7,008,275)	\$ (6,951,835)

d) Post-fund Receivable from Pre-fund

The net assets available for benefits related to the Teachers' Pension Plan are segregated into pre-September 1992 and post-August 1992 funds. All disbursements and receipts since September 1992 have been charged or credited to the appropriate fund.

During the 2002/2003 year, assets available to the pre-September 1992 fund were depleted. In accordance with legislation, each month since that time, assets have been advanced from the post-August 1992 fund to the pre-September 1992 fund to enable it to meet its ongoing commitments.

A rate of interest equal to the assumed rate of return on invested assets was used to charge interest on amounts advanced.

	(in thousands)	
	2007	2006
Opening balance	\$ 543,326	\$ 384,033
Advances during the year	135,638	126,196
Interest on advances	45,209	33,097
Receivable from Pre-fund	<u>\$ 724,173</u>	<u>\$ 543,326</u>

NOTE 12 INVESTMENT PERFORMANCE

The following is a summary of the investment performance results:

	One-Year Return	Five-Year Average Annual Compound Rate
Alberta Teachers' Retirement Fund Board	11.7%	10.1%
Benchmark (1)	11.3%	10.0%

(1) The benchmark return is a weighted average of certain market index returns based on the fund's policy asset mix.

The long-term real rate of return assumption is based on management's best estimate of future events. This long-term rate of return target was set at 3.5 per cent over inflation for the year ended August 31, 1993, 4 per cent over inflation for the four years ended August 31, 1997, 4.5 per cent over inflation from September 1, 1997 to August 31, 2004 and then 4.25 per cent from September 1, 2004. Over the fifteen-year period since September 1, 1992 the fund's average annual compound rate of return was 8.8 per cent, compared to the long-term target of 6.9 per cent.

NOTE 13 REMUNERATION AND COMPENSATION

a) Board Member Remuneration

Four Board members, who are employed by the Province of Alberta or by an employer participating in the plans, are not paid fees for Board and committee meetings attended. One Board member received remuneration of \$11,700 (2006: \$10,750) and another Board member received remuneration of \$4,500 (2006: nil). For the year ended August 31, 2007 the Board Chair received remuneration of nil (2006: nil).

b) Compensation

The compensation table provides full disclosure of base salary, annual bonus, change in net present value of the Supplemental Employee Pension Plan (SEPP) and other compensation earned for years ended August 31, 2007, 2006 and 2005 by the Chief Executive Officer, Chief Investment Officer and the three other most highly compensated senior staff. The Board's advisor for compensation purposes is Lim HR Compensation Consulting Inc.

NOTE 13 REMUNERATION AND COMPENSATION (CONTINUED)

b) Compensation (continued)

Name and Principal Position	Year	Base Salary	Annual Bonus ⁽¹⁾	Change in Net Present Value of SEPP ⁽³⁾		Other Compensation ⁽²⁾	Total Compensation
				Accrued Benefit	Interest ⁽⁷⁾		
Emilian Groch	2007	\$ 212,000	\$ 56,400	\$ 25,000	\$ 10,500	\$ 30,900	\$ 334,800
Chief Executive Officer	2006	200,000	59,100	98,900 ⁽³⁾	-	29,200	387,200
	2005	174,300	50,700	-	-	34,700	259,700
Ken Bancroft	2007	195,000	37,800	16,000	11,300	26,700	286,800
Chief Investment Officer	2006	184,000	57,900	114,400 ⁽³⁾	-	25,500	381,800
	2005	160,600	67,000	-	-	28,400	256,000
Derek Brodersen	2007	176,000	5,200	19,400	6,300	20,800	227,700
Portfolio Manager, Equities	2006	165,900	89,900	60,100 ⁽³⁾	-	19,300	335,200
	2005	156,100	94,800	-	-	22,900	273,800
Albert Copeland	2007	124,100	18,200	7,400	1,000	36,200 ⁽³⁾	186,900
Director, Information & Technology Services	2006	116,300	16,000	11,200 ⁽³⁾	-	30,400 ⁽⁴⁾	173,900
	2005	109,200	15,800	-	-	18,800	143,800
Randy Round	2007	123,800	17,300	2,100	700	21,900	165,800
Director, Financial Services	2006	116,200	14,900	8,100 ⁽³⁾	-	20,600	159,800
	2005	106,400	14,200	-	-	18,500	139,100

(1) Management is eligible to receive bonuses based on the achievement of pre-set corporate and investment targets. Bonuses in relation to investment targets are based on a combination of total fund and portfolio performance targets, measured in value added above benchmarks. Performance versus benchmark is measured over five-year and one-year periods.

(2) Other Compensation includes vacation payouts and the employer's share of all employee benefits and contributions or payments made on behalf of employees, including pension (excluding SEPP), health care, dental coverage, vision coverage, group life insurance, long-term disability plan, professional memberships and car allowances.

(3) Other Compensation includes \$14,300 for vacation payout.

(4) Other Compensation includes \$9,800 for vacation payout.

(5) The SEPP was effective September 1, 2005 and replaced an existing supplementary defined contribution plan retroactive to September 1, 1999; 2006 amounts relate to the 2005/2006 year and the prior six years.

(6) Management is eligible to participate in the Local Authorities Pension Plan (LAPP). This plan provides for a pension of 1.4% for each year of pensionable service based on the average salary of the highest five consecutive years up to the Year's Maximum Pensionable Earnings under the Canada Pension Plan and 2.0% on the excess. Benefits under this plan are capped by pensionable salary reached at the maximum pension benefit limit allowed under the federal Income Tax Act.

Where earnings are in excess of this capped pensionable salary, a non-registered, unfunded SEPP provides for a pension equal to the pension formula under the LAPP, with no cap applied to pensionable salary, less the initial pension provided under the LAPP. Pensionable salary under the SEPP includes 50% of the annual target-level bonus paid.

NOTE 13 REMUNERATION AND COMPENSATION (CONTINUED)

b) Compensation (continued)

(6) (continued)

The present value of the accrued benefits of the SEPP is estimated based on the projected benefit method prorated on service, incorporating the same assumptions used for the Plans (Note 11 a), and represent entitlements that may change over time. In particular, the present value is based on benefit amounts that have been projected for salary increases to retirement and as of August 31, 2007 the amount, recorded in accounts payable, is \$470,576 (2006: \$363,600). The present value of the accrued benefits, based on the accrued pensionable salary earned to August 31, 2007, that would be paid if all members left employment is \$319,949 (2006: \$233,300).

(7) Pensions under the SEPP will be paid when they come due. Accordingly, no pre-funding occurs. The interest represents the financing cost for establishing the pension expense for the year.

NOTE 14 MEMORANDUM OF AGREEMENT (TENTATIVE)

On November 15, 2007 the Province and The Alberta Teachers' Association announced a tentative memorandum of agreement that would provide for the Province to assume full responsibility for the pre-September 1992 unfunded liability effective September 1, 2009 and to pay the total additional contributions relating to the pre-September 1992 unfunded liability until August 31, 2009. This tentative agreement is subject to a number of ratification steps before it is finalized and, if adopted in its present form, would not have a significant impact on future operations. The agreement may result in future changes to the assumptions described in Note 11 a), the impact of which cannot be determined at this time.

NOTE 15 COMPARATIVE FIGURES

Comparative figures have been reclassified, where necessary, to conform to the 2007 presentation.

NOTE 16 BUDGET INFORMATION

The accrued pension benefits are based on management's best estimates of future events after consultation with the Plans' actuary. Differences between actual results and management's expectations are disclosed as net experience gains in the statement of changes in accrued pension benefits. Accordingly, a budget is not included in these financial statements, with the exception of administrative expenses (Note 10).

Unaudited Information

Statement of Remissions, Compromises and Write-offs

For the year ended March 31, 2008

The following statement has been prepared pursuant to Section 23 of the *Financial Administration Act*. This statement includes all remissions, compromises and write-offs made or approved during the fiscal period.

	(in thousands)
Department Accounts Receivable	\$ 1
Total write-offs	\$ 1
Total remissions, compromises and write-offs (a)	<u>\$ 1</u>

(a) no remission or compromise expenses were incurred.

Alphabetical List of Entities' Financial Statements in Ministry 2007/2008 Annual Reports

Entities Included in the Consolidated Government Reporting Entity

Ministry, Department, Fund or Agency

Access to the Future Fund
Agriculture Financial Services Corporation
Alberta Alcohol and Drug Abuse Commission
Alberta Cancer Prevention Legacy Fund
Alberta Capital Finance Authority
Alberta Energy and Utilities Board¹
Alberta Foundation for the Arts
Alberta Gaming and Liquor Commission
Alberta Heritage Foundation for Medical Research Endowment Fund
Alberta Heritage Savings Trust Fund
Alberta Heritage Scholarship Fund
Alberta Heritage Science and Engineering Research Endowment Fund
Alberta Historical Resources Foundation
Alberta Insurance Council
Alberta Investment Management Corporation²
Alberta Local Authorities Pension Plan Corporation
Alberta Pensions Administration Corporation
Alberta Petroleum Marketing Commission
Alberta Research Council Inc.
Alberta Risk Management Fund
Alberta School Foundation Fund
Alberta Securities Commission
Alberta Social Housing Corporation
Alberta Sport, Recreation, Parks and Wildlife Foundation
Alberta Treasury Branches
Alberta Utilities Commission¹
ATB Insurance Advisors Inc.
ATB Investment Management Inc.
ATB Investment Services Inc.
ATB Securities Inc.
Child and Family Services Authorities:
 Calgary and Area Child and Family Services Authority
 Central Alberta Child and Family Services Authority

Ministry Annual Report

Advanced Education and Technology
Agriculture and Food
Health and Wellness
Finance
Finance
Energy
Tourism, Parks, Recreation and Culture
Solicitor General and Public Security
Finance
Finance
Finance
Finance
Tourism, Parks, Recreation and Culture
Finance
Finance
Finance
Finance
Energy
Advanced Education and Technology
Finance
Education
Finance
Municipal Affairs and Housing
Tourism, Parks, Recreation and Culture
Finance
Energy
Finance
Finance
Finance
Finance
Children's Services

¹ Effective January 1, 2008, the Alberta Energy and Utilities Board was realigned into two separate regulatory bodies: the Alberta Utilities Commission and the Energy Resources Conservation Board.

² Began operations January 1, 2008.

Entities Included in the Consolidated Government Reporting Entity

(continued)

Ministry, Department, Fund or Agency

Ministry Annual Report

East Central Alberta Child and Family Services Authority	
Edmonton and Area Child and Family Services Authority	
North Central Alberta Child and Family Services Authority	
Northeast Alberta Child and Family Services Authority	
Northwest Alberta Child and Family Services Authority	
Southeast Alberta Child and Family Services Authority	
Southwest Alberta Child and Family Services Authority	
Metis Settlements Child and Family Services Authority	
C-FER Technologies (1999) Inc.	Advanced Education and Technology
Climate Change and Emissions Management Fund ¹	Environment
Credit Union Deposit Guarantee Corporation	Finance
Colleges:	Advanced Education and Technology
Alberta College of Art and Design	
Bow Valley College	
Grande Prairie Regional College	
Grant MacEwan College	
Keyano College	
Lakeland College	
Lethbridge Community College	
Medicine Hat College	
Mount Royal College	
NorQuest College	
Northern Lakes College	
Olds College	
Portage College	
Red Deer College	
Department of Advanced Education and Technology	Advanced Education and Technology
Department of Agriculture and Food	Agriculture and Food
Department of Children's Services	Children's Services
Department of Education	Education
Department of Energy	Energy
Department of Finance	Finance
Department of Environment	Environment
Department of Health and Wellness	Health and Wellness
Department of Municipal Affairs and Housing	Municipal Affairs and Housing
Department of Seniors and Community Supports	Seniors and Community Supports

¹ Began operations July 1, 2007

Entities Included in the Consolidated Government Reporting Entity

(continued)

Ministry, Department, Fund or Agency

Department of Solicitor General and Public Security
 Department of Sustainable Resource Development
 Department of Tourism, Parks, Recreation and Culture
 Energy Resources Conservation Board¹
 Environmental Protection and Enhancement Fund
 Gainers Inc.
 Government House Foundation
 Historic Resources Fund
 Human Rights, Citizenship and Multiculturalism Education Fund
 iCORE Inc.
 Lottery Fund
 Ministry of Advanced Education and Technology
 Ministry of Agriculture and Food
 Ministry of Children's Services
 Ministry of Education
 Ministry of Employment, Immigration and Industry²
 Ministry of Energy
 Ministry of Environment
 Ministry of Executive Council²
 Ministry of Finance
 Ministry of Health and Wellness
 Ministry of Infrastructure and Transportation⁴
 Ministry of International, Intergovernmental and Aboriginal Relations⁴

 Ministry of Justice⁴
 Ministry of Municipal Affairs and Housing
 Ministry of Seniors and Community Supports
 Ministry of Service Alberta⁴
 Ministry of Solicitor General and Public Security
 Ministry of Sustainable Resource Development
 Ministry of Tourism, Parks, Recreation and Culture
 Ministry of the Treasury Board²
 N.A. Properties (1994) Ltd.
 Natural Resources Conservation Board

Ministry Annual Report

Solicitor General and Public Security
 Sustainable Resource Development
 Tourism, Parks, Recreation and Culture
 Energy
 Sustainable Resource Development
 Finance
 Tourism, Parks, Recreation and Culture
 Tourism, Parks, Recreation and Culture
 Tourism, Parks, Recreation and Culture
 Advanced Education and Technology
 Solicitor General and Public Security
 Advanced Education and Technology
 Agriculture and Food
 Children's Services
 Education
 Employment, Immigration and Industry
 Energy
 Environment
 Executive Council
 Finance
 Health and Wellness
 Infrastructure and Transportation
 International, Intergovernmental and
 Aboriginal Relations
 Justice
 Municipal Affairs and Housing
 Seniors and Community Supports
 Service Alberta
 Solicitor General and Public Security
 Sustainable Resource Development
 Tourism, Parks, Recreation and Culture
 Treasury Board
 Finance
 Sustainable Resource Development

¹ Effective January 1, 2008, the Alberta Energy and Utilities Board was realigned into two separate regulatory bodies: the Alberta Utilities Commission and the Energy Resources Conservation Board.

² Ministry includes only the departments so separate departmental financial statements are not necessary.

Entities Included in the Consolidated Government Reporting Entity

(continued)

Ministry, Department, Fund or Agency

Ministry Annual Report

Persons with Developmental Disabilities Community Boards:

Seniors and Community Supports

Calgary Region Community Board
 Central Region Community Board
 Edmonton Region Community Board
 Northeast Region Community Board
 Northwest Region Community Board
 South Region Community Board

Persons with Developmental Disabilities Provincial Board¹

Seniors and Community Supports

Provincial Judges and Masters in Chambers Reserve Fund

Finance

Regional Health Authorities and Provincial Health Boards:

Health and Wellness

Alberta Cancer Board
 Alberta Mental Health Board
 Aspen Regional Health Authority
 Calgary Health Region
 Capital Health
 Chinook Regional Health Authority
 David Thompson Regional Health Authority
 East Central Health
 Health Quality Council of Alberta
 Northern Lights Health Region
 Peace Country Health
 Palliser Health Region

Safety Codes Council

Municipal Affairs and Housing

School Boards and Charter Schools:

Education

Almadina School Society
 Aspen View Regional Division No. 19
 Aurora School Ltd.
 Battle River Regional Division No. 31
 Black Gold Regional Division No. 18
 Boyle Street Education Centre
 Buffalo Trail Public Schools Regional Division No. 28
 Calgary Arts Academy Society
 Calgary Girls' School Society
 Calgary Roman Catholic Separate School District No. 1
 Calgary School District No. 19
 Calgary Science School Society

¹ Ceased operations June 30, 2006

Entities Included in the Consolidated Government Reporting Entity (continued)

Ministry, Department, Fund or Agency

Ministry Annual Report

Canadian Rockies Regional Division No. 12
 CAPE-Centre for Academic and Personal Excellence Institute
 Chinook's Edge School Division No. 73
 Christ the Redeemer Catholic Separate Regional Division No. 3
 Clearview School Division No. 71
 East Central Alberta Catholic Separate Schools Regional Division No. 16
 East Central Francophone Education Region No. 3
 Edmonton Catholic Separate School District No. 7
 Edmonton School District No. 7
 Elk Island Catholic Separate Regional Division No. 41
 Elk Island Public Schools Regional Division No. 14
 Evergreen Catholic Separate Regional Division No. 2
 FFCA Charter School Society
 Foothills School Division No. 38
 Fort McMurray Roman Catholic Separate School District No. 32
 Fort McMurray School District No. 2833
 Fort Vermilion School Division No. 52
 Golden Hills School Division No. 75
 Grande Prairie Public School District No. 2357
 Grande Prairie Roman Catholic Separate School District No. 28
 Grande Yellowhead Regional Division No. 35
 Grasslands Regional Division No. 6
 Greater North Central Francophone Education Region No. 2
 Greater Southern Public Francophone Education Region No. 4
 Greater Southern Separate Catholic Francophone Education Region No. 4
 Greater St. Albert Catholic Regional Division No. 29
 High Prairie School Division No. 48
 Holy Family Catholic Regional Division No. 37
 Holy Spirit Roman Catholic Separate Regional Division No. 4
 Horizon School Division No. 67
 Lakeland Roman Catholic Separate School District No. 150
 Lethbridge School District No. 51
 Living Waters Catholic Regional Division No. 42
 Livingstone Range School Division No. 68
 Medicine Hat Catholic Separate Regional Division No. 20
 Medicine Hat School District No. 76
 Moberly Hall School Society
 Mother Earth's Children's Charter School Society

Entities Included in the Consolidated Government Reporting Entity

(continued)

Ministry, Department, Fund or Agency

Ministry Annual Report

New Horizons Charter School Society	
Northern Gateway Regional Division No. 10	
Northern Lights School Division No. 69	
Northland School Division No. 61	
Northwest Francophone Education Region No. 1	
Palliser Regional Division No. 26	
Parkland School Division No. 70	
Peace River School Division No. 10	
Peace Wapiti School Division No. 76	
Pembina Hills Regional Division No. 7	
Prairie Land Regional Division No. 25	
Prairie Rose School Division No. 8	
Red Deer Catholic Regional Division No. 39	
Red Deer School District No. 104	
Rocky View School Division No. 41	
St. Albert Protestant Separate School District No. 6	
St. Paul Education Regional Division No. 1	
St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38	
Sturgeon School Division No. 24	
Suzuki Charter School Society	
Westmount Charter School Society	
Westwind School Division No. 74	
Wetaskiwin Regional Division No. 11	
Wild Rose School Division No. 66	
Wolf Creek School Division No. 72	
Supplementary Retirement Plan Reserve Fund	Finance
Technical Institutes and The Banff Centre:	Advanced Education and Technology
Northern Alberta Institute of Technology	
Southern Alberta Institute of Technology	
The Banff Centre for Continuing Education	
Universities:	Advanced Education and Technology
Athabasca University	
The University of Alberta	
The University of Calgary	
The University of Lethbridge	
Victims of Crime Fund	Solicitor General and Public Security
Wild Rose Foundation	Tourism, Parks, Recreation and Culture

Entities Not Included in the Consolidated Government Reporting Entity

Fund or Agency

Alberta Foundation for Health Research
 Alberta Heritage Foundation for Medical Research
 Alberta Heritage Foundation for Science and Engineering Research
 Alberta Teachers' Retirement Fund Board
 Improvement Districts' Trust Account
 Local Authorities Pension Plan
 Long-Term Disability Income Continuance Plan - Bargaining Unit
 Long-Term Disability Income Continuance Plan - Management,
 Opted Out and Excluded
 Management Employees Pension Plan
 Provincial Judges and Masters in Chambers Pension Plan
 Provincial Judges and Masters in Chambers (Unregistered) Pension
 Plan
 Public Service Management (Closed Membership) Pension Plan
 Public Service Pension Plan
 Special Areas Trust Account
 Special Forces Pension Plan
 Supplementary Retirement Plan for Public Service Managers
 Workers' Compensation Board

Ministry Annual Report

Advanced Education and Technology
 Advanced Education and Technology
 Advanced Education and Technology
 Education
 Municipal Affairs and Housing
 Finance
 Service Alberta

 Service Alberta
 Finance
 Finance

 Finance
 Finance
 Finance
 Finance
 Municipal Affairs and Housing
 Finance
 Finance
 Employment, Immigration and Industry



Government Organization Changes 2008/2009

Ministry	Program/Element/ Entity Changes	Previous Location	New Location
Aboriginal Relations	> Aboriginal Governance, Consultation and Economic Development > First Nations Development Fund	> Former International, Intergovernmental and Aboriginal Relations > Former Tourism, Parks, Recreation and Culture	
Advanced Education and Technology	> no change		
Agriculture and Rural Development	> Rural Development	> Former Employment, Immigration and Industry	
Children and Youth Services (formerly Children's Services)	> Women's Issues	> Former Employment, Immigration and Industry	
Culture and Community Spirit	> Culture, Community Lottery Grants, Heritage, Human Rights and Citizenship > Alberta Foundation for the Arts > Alberta Historical Resources Foundation > Government House Foundation > Historic Resources Fund > Human Rights, Citizenship and Multiculturalism Education Fund > Wild Rose Foundation > Community and Voluntary Services	> Former Tourism, Parks, Recreation and Culture > Former Municipal Affairs and Housing	
Education	> no change		
Employment and Immigration	> Francophone Secretariat > except Rural Development > except Economic Development > except Northern Alberta Development Council > except Alberta Economic Development Authority > except Women's Issues	> Former Tourism, Parks, Recreation and Culture	> Agriculture and Rural Development > Finance and Enterprise, and International and Intergovernmental Relations > Finance and Enterprise > Children and Youth Services
Energy	> no change		
Environment	> no change		

Government Organization Changes 2008/2009

(continued)

Ministry	Program/Element/ Entity Changes	Previous Location	New Location
Executive Council	> no change		
Finance and Enterprise	> Regulatory Review Secretariat > Economic Development, except Investment Attraction > Northern Alberta Development Council > Alberta Economic Development Authority	> Service Alberta > Former Employment, Immigration and Industry	
Health and Wellness	> no change		
Housing and Urban Affairs	> Housing Services > Alberta Social Housing Corporation	> Former Municipal Affairs and Housing	
Infrastructure	> except Provincial Highway Systems and Safety	> Former Infrastructure and Transportation	> Transportation
International and Intergovernmental Relations	> except Aboriginal Governance, Consultation and Economic Development > Investment Attraction	> Former Employment, Immigration and Industry	> Aboriginal Relations
Justice and Attorney General	> no change		
Municipal Affairs	> except Housing Services > except Alberta Social Housing Corporation > except Community and Voluntary Services		> Housing and Urban Affairs > Culture and Community Spirit
Seniors and Community Supports	> no change		
Service Alberta	> except Regulatory Review Secretariat > except Personnel Administration Office > except Aircraft Services		> Finance and Enterprise > Treasury Board
Solicitor General and Public Security	> no change		
Sustainable Resource Development	> no change		

Government Organization Changes 2008/2009

(continued)

Ministry	Program/Element/ Entity Changes	Previous Location	New Location
Tourism, Parks and Recreation	> except First Nations Development Fund > except Culture, Community Lottery Grants, Heritage, Human Rights and Citizenship > except Alberta Foundation for the Arts > except Alberta Historical Resources Foundation > except Government House Foundation > except Historic Resources Fund > except Human Rights, Citizenship and Multiculturalism Education Fund > except Wild Rose Foundation > except Francophone Secretariat		> Aboriginal Relations > Culture and Community Spirit > Employment and Immigration
Transportation	> Provincial Highway Systems and Safety	> Former Infrastructure and Transportation	
Treasury Board	> Corporate Human Resources (formerly Personnel Administration Office) > Aircraft Services	> Service Alberta	

we explore

we encourage

we educate